

Spring 2014

# Anderson School of Management 2014 APR Self-Study & Documents

University of New Mexico

Follow this and additional works at: [https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review](https://digitalrepository.unm.edu/provost_acad_program_review)

---

## Recommended Citation

University of New Mexico. "Anderson School of Management 2014 APR Self-Study & Documents." (2014).  
[https://digitalrepository.unm.edu/provost\\_acad\\_program\\_review/13](https://digitalrepository.unm.edu/provost_acad_program_review/13)

This Report is brought to you for free and open access by the Office of the Provost/EVP for Academic Affairs at UNM Digital Repository. It has been accepted for inclusion in UNM Academic Program Review by an authorized administrator of UNM Digital Repository. For more information, please contact [disc@unm.edu](mailto:disc@unm.edu).



## Academic Program Review

March 2014

Introduction.....	4
0A. 1-2 page executive summary of information contained in self-study .....	4
0B. Brief description of BBA, MBA, MACCT, EMBA, Post Masters Certificate Programs .....	4
0C. Brief description of organizational structure and governance of unit including organizational chart .....	6
0D. Information regarding AACSB accreditation and summary of findings from last review. ....	12
0E. Brief description of previous APR.....	13
Criterion 1. Program Goals.....	14
1A. Brief overview of vision and mission of unit and how each program fits into the vision and mission of the unit. ....	14
1B. Describe the relationship of the unit’s vision and mission to UNM’s vision and mission. ....	16
1C. List the overall learning goals for each undergraduate and/or graduate program. ....	18
1D. Explain the manner in which learning goals are communicated to students and provide specific examples. ....	46
1E. Describe the unit’s primary constituents and stakeholders. ....	52
1F. Provide examples of how satisfaction of the program goals serves constituents.....	52
1G. Provide examples of outreach or community activities offered by the unit such as colloquia, conferences, speaker series, community service projects, etc. Provide an assessment of these activities in relation to the unit’s educational objectives. ....	53
Criterion 2. Teaching and Learning Curriculum .....	56
2A. Provide a detailed description of curricula for each program in unit. Anderson does not provide any courses for the “general education component”. Include required and program-specific components for both the undergraduate and graduate components. Provide a brief justification for any programs that require over 120 hours for completion. ....	56
2B. Describe the contributions of the unit to other internal units within UNM, such as common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses. ....	62
2C. Describe the modes of delivery used for teaching courses. ....	63
Criterion 3. Teaching and Learning: Continuous Improvement.....	64
3A. Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students’ learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.....	64
3B. Provide evidence of actions taken to improve programs based on the assessment process.....	73

Criterion 4: Students (Undergraduate and Graduate) .....	77
4A. Provide information regarding student recruitment and admissions including transfer articulation .....	77
4B. Provide an analysis of enrollment trends, persistence and graduation trends .....	77
4C. Provide a description of program advisement for students .....	96
4D. Describe any student support services that are provided by the unit .....	96
4E. Describe any student success and retention initiatives in which the unit participates .....	97
4F. Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures .....	97
Criterion 5: Faculty .....	98
5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program .....	98
5B. Provide information regarding professional development activities for faculty within the unit .....	99
5C. Provide a summary and examples of research work of faculty members .....	100
5D. Provide an abbreviated vita (2 pages or less) or summary of experience for each faculty member or provide links to this information .....	100
Criterion 6: Resources and Planning .....	101
6A. Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making .....	101
6B. Provide information regarding the unit's budget including support received from the institution as well as external funding sources .....	102
6C. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities .....	104
6D. Describe the library resources that support the unit's academic and research initiatives .....	107
Criterion 7: Facilities .....	108
7A. Describe the facilities including but not limited to classrooms, program space, office, conference rooms, laboratories, equipment, access to technology, etc .....	108
7B. Describe any computing facilities maintained by the unit .....	109
Criterion 8: Program Comparisons .....	112
8A. Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, types of programs: .....	112

Criterion 9: Future Direction ..... 114

9A. Provide a summary of strengths and challenges for the unit. .... 114

9B. Describe the unit’s strategic planning efforts..... 116

9C. Describe the strategic directions and priorities for the unit. .... 117

## Introduction

### 0A. 1-2 page executive summary of information contained in self-study

What follows is a report of the Anderson School of Management Academic Program Review self-study. While we highlight a tremendous number of areas of excellence, there are a few areas that need improvement and will be our strategic focus moving forward over the next few semesters. The document that follows highlights strong programs at both the graduate and undergraduate levels with capacity for growth at the graduate level. The Anderson School of Management holds AACSB accreditation in both business and accounting and has made significant progress on the recommendations of the review team that visited in 2010 (our next visit will be in early 2016).

Specifically, the Anderson School has:

- completed a comprehensive review of the MBA curriculum and developed an implementation strategy to begin in Fall 2014
- augmented the structure of our standing committees and faculty governance positions to allow for more transparency and faculty involvement
- developed programs vital to the economic development of the state including Information Assurance
- built a strong internship program to provide opportunity for our students to obtain real-world experience and apply classroom knowledge
- continued to create opportunities for experiential learning based on evidence-based teaching approaches in all of our courses and programs
- built relationships with foreign schools in order to provide international opportunities for our students both abroad and in the Anderson classroom
- revamped our learning outcomes assessment process to provide greater facility of use for our faculty
- strengthened the relationships between Anderson and our community business partners

Given the success of the Anderson School, there are several areas that we will need to address in the coming years. These include:

- continued refinement of our mission, strategy, vision and values to reflect the practice of the organization
- alignment of financial resources with mission consistent activities
- development of holistic program-level outcomes assessment (currently learning assurance is primarily measured at the course-level)
- continued outreach to other disciplines within the University to create meaningful interdisciplinary programs

### 0B. Brief description of BBA, MBA, MACCT, EMBA, Post Masters Certificate Programs

#### **BBA, Undergraduate Program Description**

The Anderson School of Management BBA program is a 128 hour program that students begin after completing their freshman and sophomore years; pre-admission course work

is 55 hours and the specific requirements for degree completion are outlined at <http://bba.mgt.unm.edu>. The program offers 11 degree options and fosters an exciting academic environment with expert academic and career advising, world renowned faculty, innovative learning practices, and a dedication to career development through a variety of programs including internships, resume reviews, mock interviews, and social media management.

### **MBA, Graduate Program Description**

The Anderson School of Management MBA program is a 48 hour program. Within the MBA, there are 12 degree options; specific degree requirements and program information are outlined at <http://mba.mgt.unm.edu/>.

MBA students can receive a dual degree in the following areas: Law, Latin American Studies, Engineering and Pharmacy.

### **MACCT, Graduate Program Description**

The School offers a 33 hour MACCT degree (Master's of Accounting program). MACCT students can receive a dual degree in Law.

### **3-2, Graduate Program Description**

The Three-Two MBA Program permits a University of New Mexico undergraduate student to complete both a bachelor's degree in a field outside of management and an MBA degree in five (5) years. For the first three years of university studies, the student pursues a normal program of undergraduate work in any college excluding Anderson School of Management. During the second semester of the junior year, the student applies for admission to the MBA program at Anderson School of Management. The student is expected to meet regular MBA admission requirements.

Once admitted to the Three-Two Program, students will complete 18 hours of MBA courses during the senior year, which will constitute the student's minor course of study. In the fifth year of study, the student will be admitted to graduate status for the MBA program and have a minimum of 33 hours left to complete MBA degree requirements. All MBA program degree requirements and academic regulations apply to students in the Three-Two program. Program specifics can be found at <http://mba.mgt.unm.edu/curriculum/3-2-program-info.asp>

### **EMBA, Graduate Program Description**

The Anderson School of Management EMBA program is a 48 hour program. The Executive MBA Program is designed for business professionals. It is an intensive, twenty-five month course of study that has features designed specifically for professionals who are further along in their careers. When compared to a traditional

MBA program, the Executive MBA offers an extended focus on the practical application of management theory, a higher-level leadership and executive management module, and an integrated perspective on the global nature of business today. Program details are outlined at <http://emba.mgt.unm.edu/default.asp>

### **Post Masters Certificate in Management Program**

The Post-Masters Certificate in Management Program offered by the Anderson School of Management provides holders of the MBA or other management-related Masters degree from an AACSB-accredited institution an opportunity to further their professional management education through the regular graduate course offerings of the school.

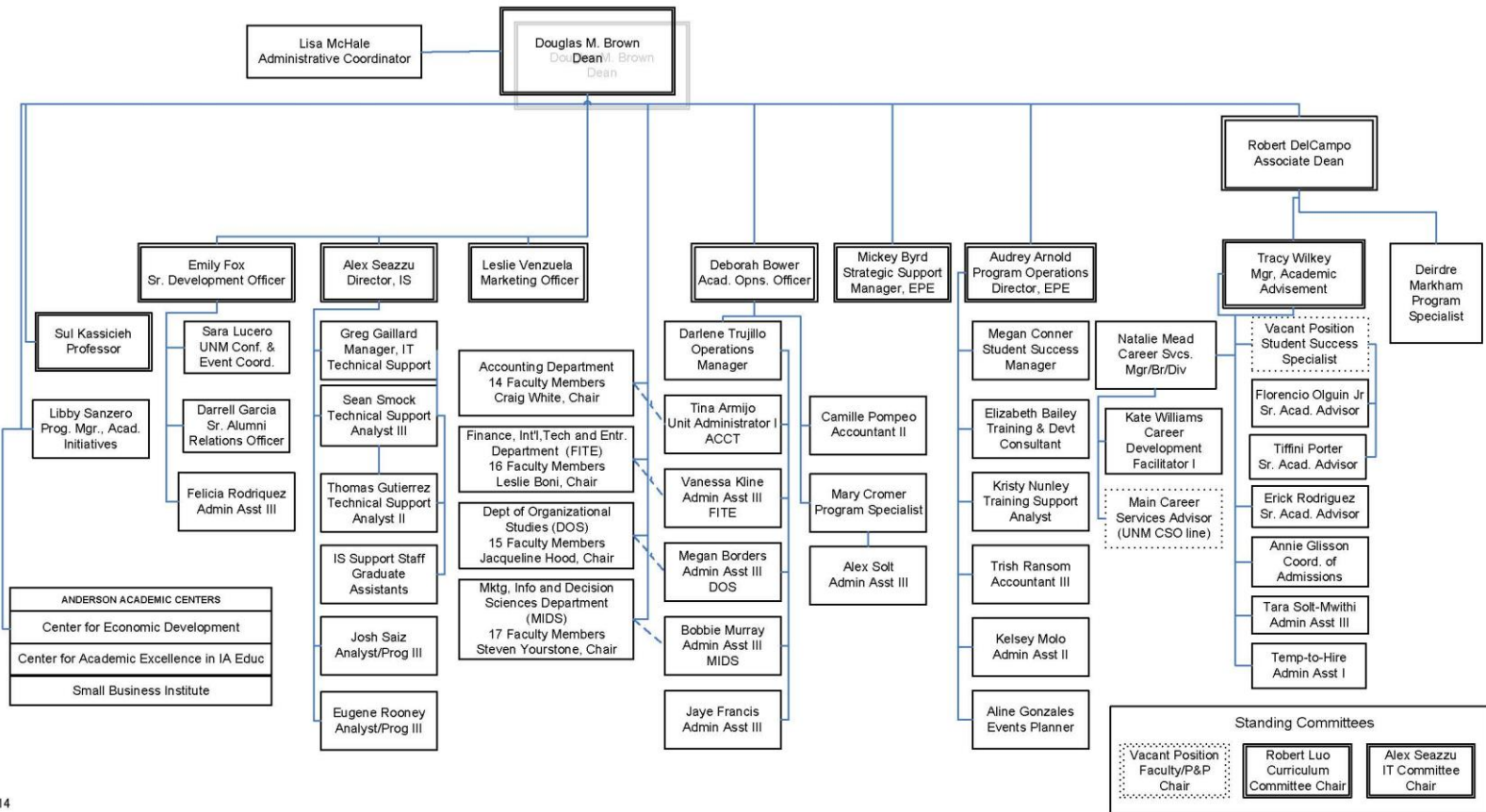
The program consists of five courses (15 credit hours) to be selected by the student and approved by a faculty member at the time of admission. The courses must be completed within four years, and a 3.0 (B) average is required for the certificate.

Students must pursue a concentration in the following areas: Finance, Information Assurance, International Management, International Management in Latin America, Management Information Systems, Management of Technology, Marketing Management, Operations Management, Organizational Behavior/Human Resources Management, or Policy and Planning. Students must file a plan of study approved by the graduate advisor for their chosen concentration.

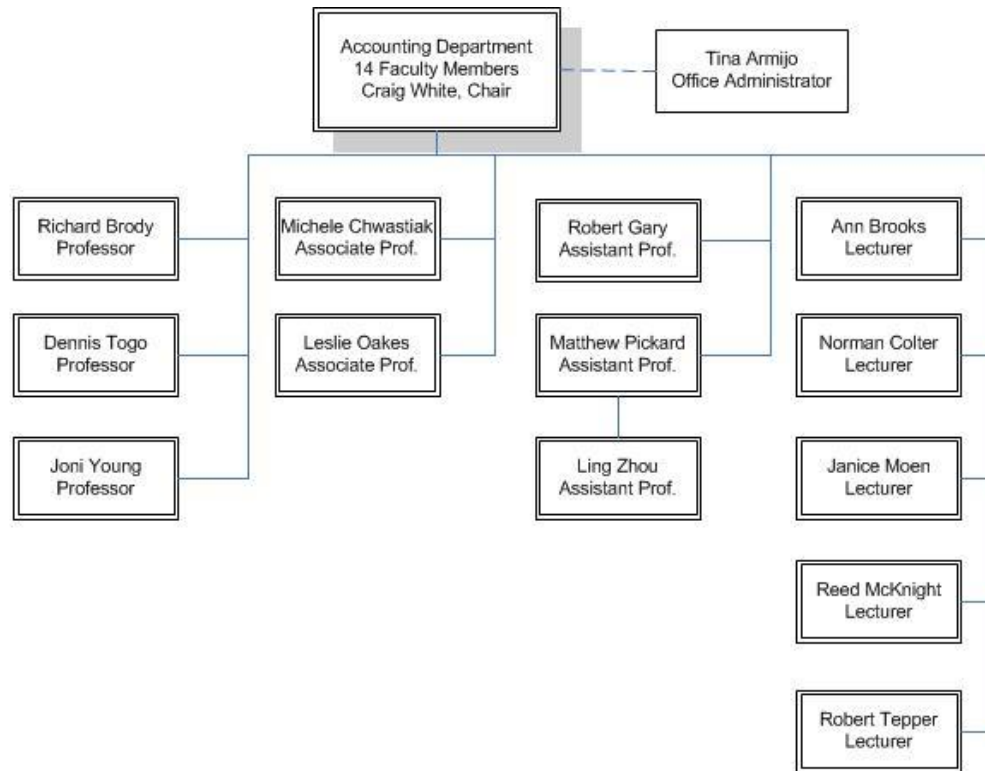
## **0C. Brief description of organizational structure and governance of unit including organizational chart**

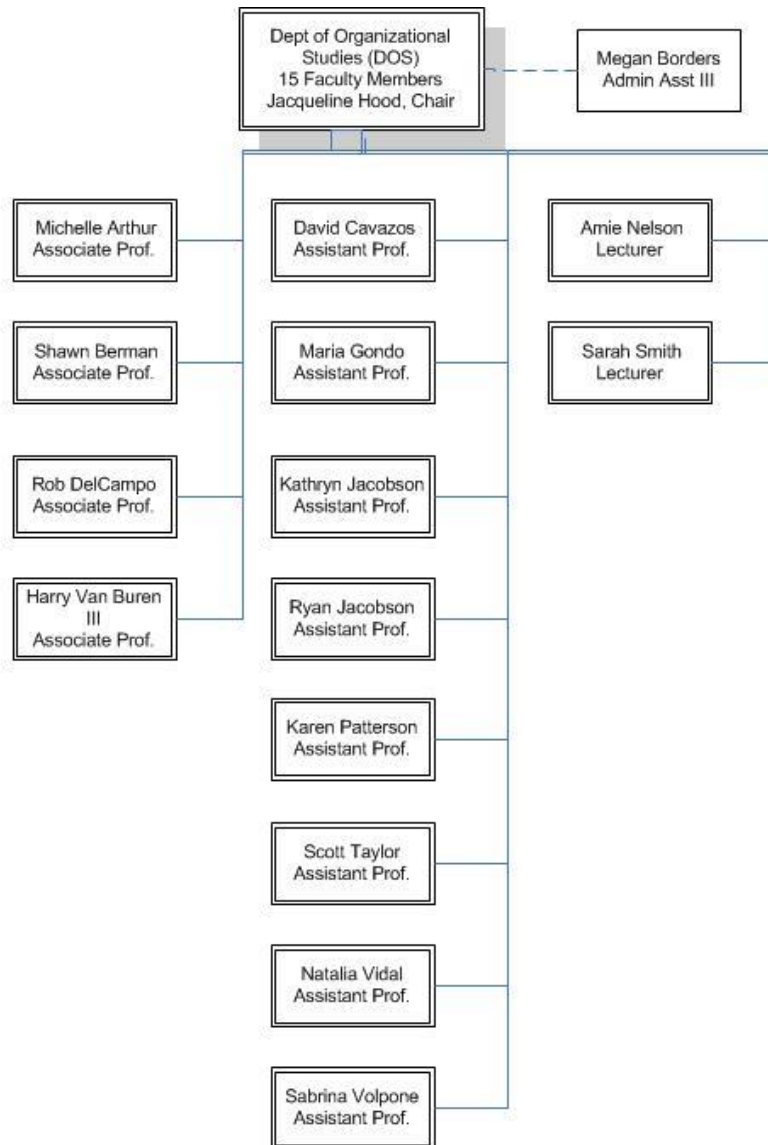
The Anderson School of Management is very “lean” organizationally with a limited number of academic administrators (1 Dean, 1 Associate Dean and 4 Department Heads). More detail about the reporting structure can be seen in the organizational chart below. Governance of the unit is guided by the UNM Faculty Handbook; the faculty participates in school governance through regular faculty meetings, a policy and planning committee and the undergraduate and graduate curriculum committees.

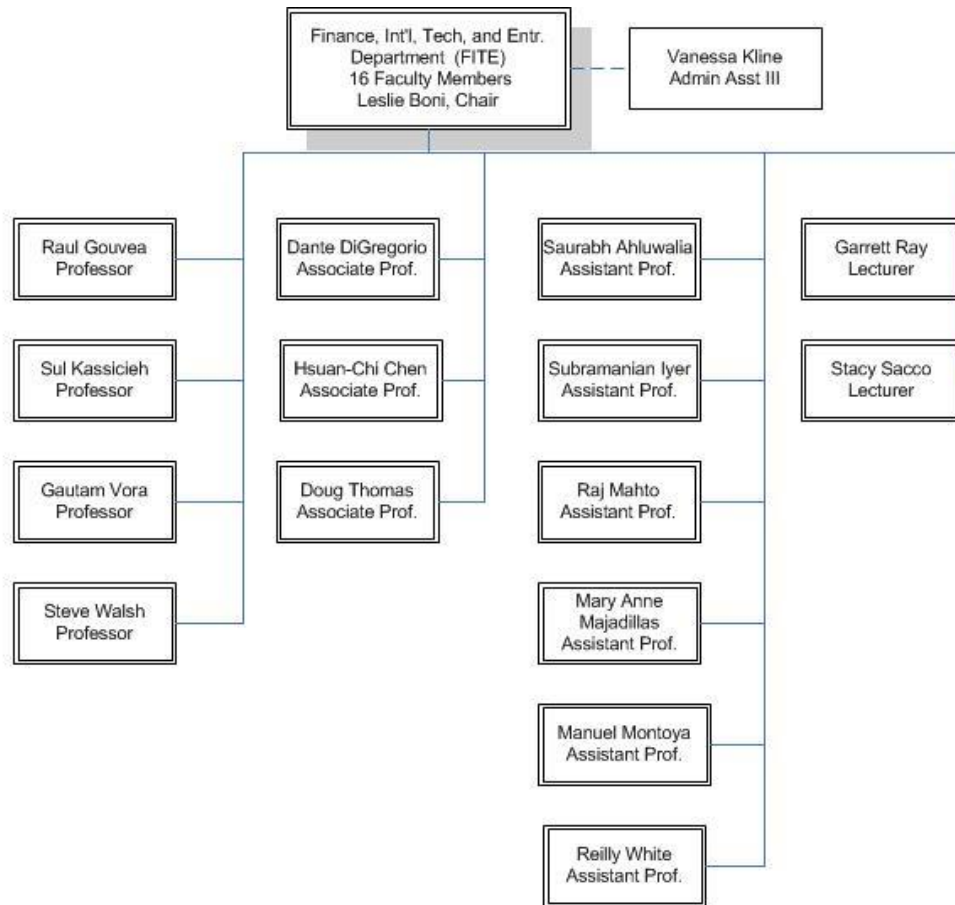


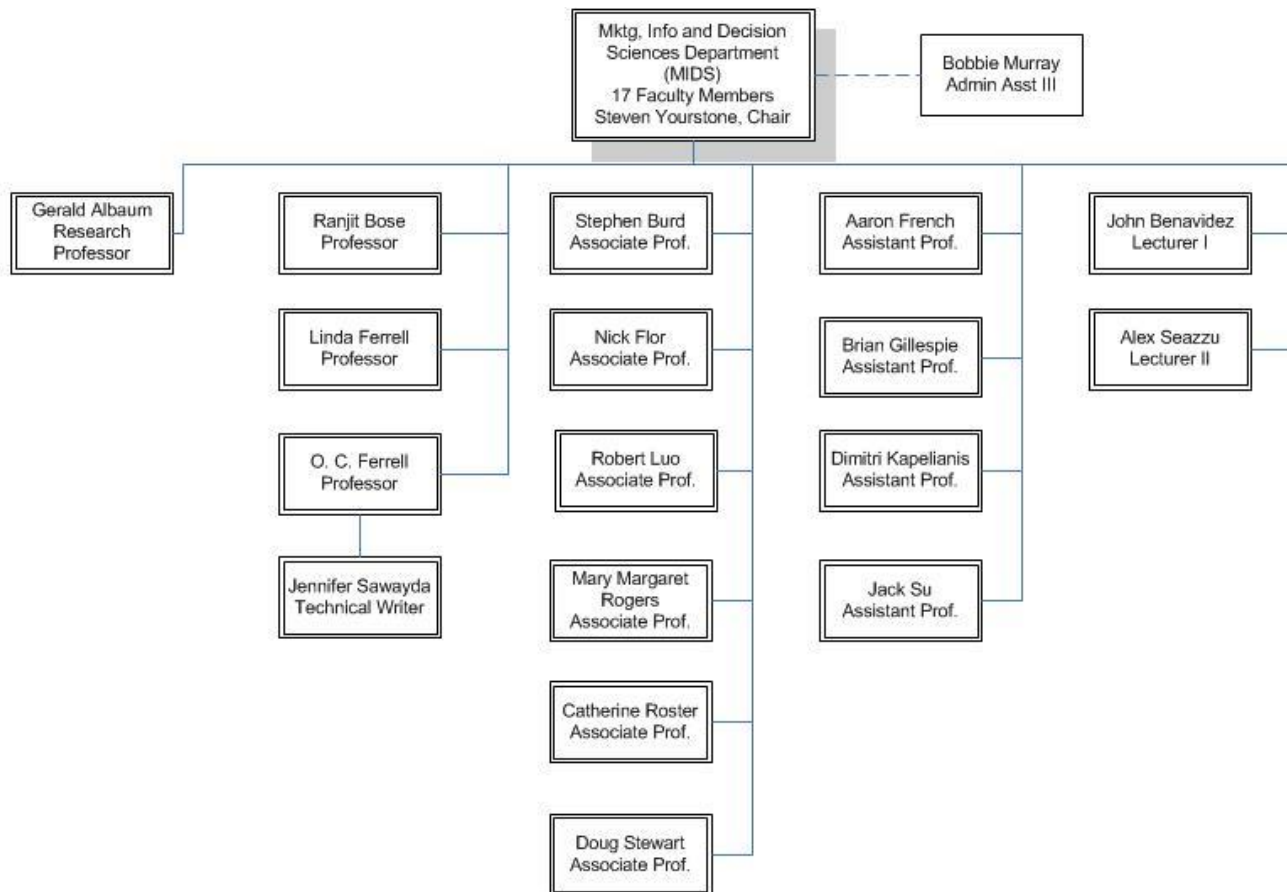


Revised 03/06/14









#### **0D. Information regarding AACSB accreditation and summary of findings from last review.**

The Anderson School is accredited through the AACSB (The Association to Advance Collegiate Schools of Business). In 1916, AACSB International was established as a membership organization for business schools—a place where business schools could network and discuss issues that affected the business education industry and their institutions. In 1919, the first AACSB Accreditation Standards were adopted with the primary objective of improving collegiate business education. In 1980, an additional set of accreditation standards were developed for undergraduate and graduate-level degree programs in accounting to address the special needs of the profession. Throughout the years, both the AACSB Business and Accounting Accreditation Standards have been continually revised to reflect the ever-changing needs of business and its students.

Today, the AACSB Accreditation Standards are used as the basis to evaluate a business school's mission, operations, faculty qualifications and contributions, programs, and other critical areas. AACSB accreditation ensures students and parents that the business school is providing a top-quality education. It also ensures employers that AACSB-accredited business school graduates are ready to perform on day one. Additionally, AACSB accreditation provides many benefits to the faculty and staff at its accredited schools by attracting higher quality students, providing greater research opportunities, and allowing for global recognition.

Anderson's business school received initial accreditation in 1975. The Accounting program received a separate program AACSB accreditation in 1996. AACSB guidelines require each accredited school to complete a maintenance of accreditation visit every five years. Anderson's last accreditation visit was in October, 2010. The next visit will be in 2015/2016.

In the 2010 maintenance visit, the team recommended that both the business school and the accounting department's accreditation be extended for five years. The team recommended the following be addressed by the business school prior to the maintenance visit in 2015/2016. AACSB reports from 2010 are attached in Appendix 1.

- Update mission, vision and values statements to reflect the updated resource environment and potential demand opportunities for the Anderson School of Business.
- Develop a strategic plan that is supported by a stakeholder analysis e.g. SWOT
- Identify steps needed to develop the culture necessary to foster an environment where associates are not only encouraged but ultimately self-motivated to aspire to achieve the necessary scholarly level to achieve full professor.
- Review the present college organization structure and its alignment with the mission, vision and values of the college. Consider addressing opportunities for improving efficiencies. Ensure there are clear lines of reporting relationships among key entities that are part of the college's organizational structure and indicate how these entities are held accountable and demonstrate how responsibilities are delegated to these committees.

- Clearly articulate the college's strategic advantages and align resources necessary to achieve desired outcomes in accordance with specific metrics of performance in each area.
- Continue to refine and develop a more robust assessment process that demonstrates students meet the learning goals.
- A detailed plan and progress toward resolution of a more robust set of learning objectives and goals for the MBA with an acceptable assurance of learning process in place including active faculty involvement.

The team recommended the following be addressed by the accounting department prior to the maintenance visit in 2015/2016.

- The department should carefully refine its mission and strategy statements to be more actionable, with targeted goals that have measurable outcomes.
- The mission and strategic management plan and its appropriateness and alignment with the larger institution and higher education. The standards and expectations of the department should be raised, or the mission and strategy need to be clarified to align with the actual state that the Department is research engaged rather than research-intensive.
- The Department should become more active in securing independent access to external funds, and work to extend the brand via newsletters, etc.
- The intellectual contributions are good, but not great. The standards/scalings adopted by the Department are perhaps slightly below the normal expectations for a research intensive school.
- The team believes the Department's expressed standards for Professional Qualifications (PQ) should be strengthened to insist upon professional certifications, recent relevant experience, and a master's degree in accounting.
- The Department could develop a more refined list of elite vs. high quality vs. quality type contributions.
- The team would encourage the Department to assess its policies for promotion from Associate to Full, and develop proactive strategies and incentives to foster more faculty members in becoming engaged in aspirations for additional promotion beyond the associate level.

## **0E. Brief description of previous APR**

This is Anderson's first Academic Program Review.

## **Criterion 1. Program Goals**

### **1A. Brief overview of vision and mission of unit and how each program fits into the vision and mission of the unit.**

#### **Mission**

We seek to develop and inform business and management leaders through a balance of teaching and scholarship, and to contribute to economic development and the quality of life of our constituents.

#### **Vision**

We envision a nationally recognized management school that will build on the University of New Mexico's strategic advantages to provide high quality education, research, and service to enhance the quality of life of our constituents.

#### **BBA**

Currently, Anderson is near capacity for undergraduate enrollment. Wait lists are common and can extend up to 12 to 25 students each semester in core classes. The Bachelor of Business Administration is incredibly popular with most undergraduate courses at- or above-capacity. All programs at the undergraduate level have significant demand and are successful in creating opportunities for graduates. The major challenge facing the undergraduate program is that of resources—we must maintain a strict ratio of academically-qualified, participating (normally tenure track, PhD-level faculty) in order to maintain AACSB accreditation. We are below required participating faculty levels in 3 out of 4 departments.

Anderson Undergraduate Concentrations (Bachelor of Business Administration with Concentration in):

- Accounting
- Finance
- Human Resource Management
- Interdisciplinary Film & Digital Media
- International Management
- International Management in Latin America
- Management Information Systems Management
- Marketing Management
- Operations Management
- Entrepreneurial Studies Concentration
- Organizational Leadership
- General or “no” Concentration



## **MBA/MACCT**

**Anderson Strategic Program Focus:** Anderson will focus on improving the quality and reputation of, diversity and enrollments in, and career placement for its graduate programs.

Objective 1: Anderson will admit students to each of our differentiated MBA tracks (including EMBA).

Objective 2: Anderson will narrow its focus and set targeted class sizes for concentration offerings.

Objective 3: Anderson will increase ethnic diversity of its graduate students, consistent with the demographics of the state, UNM goals, and our undergraduate population.

Anderson Graduate Concentrations in MBA program:

- Accounting
- Entrepreneurship
- Financial Management
- Information Assurance
- International Management
- International Management in Latin America
- Management Information Systems Management
- Management of Technology
- Marketing Management
- Operations Management
- Organizational Behavior/Human Resource Management
- Policy & Planning
- General or “no” Concentration

Anderson Graduate Concentrations in MACCT program:

- Advanced Concentration
- Tax Concentration
- Professional Concentration
- Information Assurance Concentration

### **Executive MBA and non-credit certificate and custom training**

The Executive MBA program is both a strength and an area for growth, As the only AACSB program focusing on Executives in the state of New Mexico, Anderson believes that given the proper attention and focus the enrollment could easily be doubled (to a double cohort program operating every weekend), however, we do not currently have sufficient faculty to staff an additional program.

## **1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission.**

UNM Mission from 2008 strategic plan: The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

UNM's ongoing commitment to these cornerstones of purpose serves to:

- Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.
- Discover and disseminate new knowledge and creative endeavors that will enhance the overall well-being of society.
- Deliver health care of the highest quality to all who depend on us to keep them healthy or restore them to wellness.
- Actively support social, cultural, and economic development in our communities to enhance the quality of life for all New Mexicans.

UNM Vision from 2008 strategic plan: UNM's vision describes the future state to which we, as an institution aspire: Our aim is for this to be a vision that is "alive", serving to inform and align all of our goals, activities, decisions, and resources, as well as inspiring and encouraging initiative, innovation, and collaboration. We aspire to a future in which we are known for:

- **Strength through Diversity** – We lift up our cultural and ethnic diversity as the unique strategic advantage it is, providing the environment in which our students learn with one another to generate new knowledge that helps the world's people leverage and celebrate the value of difference.
- **Student Success through Collaboration** – We are seen as committed partners with those whose mission it is to educate New Mexico's citizens, helping to assure that each individual has the opportunity and resource to develop the confidence and skills that open the door to higher learning.
- **Vital Academic Climate** – We are known for our dynamic, interactive, and passionate academic climate, punctuated by the virtue of academic freedom that is a hallmark of all the world's great universities.
- **Excellence through Relevance** – We are seen as the university of choice for the brightest students, offering nationally-recognized programs at the undergraduate, graduate, and professional levels that will remain relevant throughout the 21<sup>st</sup> century and beyond.
- **Research for a Better World** – We utilize the geography of our southwestern landscape and culture, as well as our expansive international connections, as important platforms for research that lead to economic development and improved quality of life; from sources of sustainable energy to cures for disease; from state-of-the-art digital and film technologies to nano-technologies.
- **Health and Wellness Leadership** – We are an unmatched health and wellness resource in New Mexico, ensuring access to all, providing state-of-the-art facilities and care,

and engaging in research that leads to new ways to preserve wellness, as well as treat and cure disease.

- International Engagement – We recognize and maximize the value of our location in the United States and the western hemisphere and are seen as a hub for international initiatives that touch all parts of the globe.
- As a result of achieving this vision, UNM will become the first minority/majority university in the country to attain membership in the prestigious Association of American Universities (AAU).

Anderson's Mission and Strategic Goals fit with the 2008 mission and UNM 2020 plan by focusing on:

- Anderson is committed to help New Mexico and its business community by graduating potential managers who can contribute to the creation of wealth and jobs through the competitiveness and innovation of American business.
- Anderson is committed to developing standards of excellence and achieving these standards in instruction, research, and service.
- Anderson is committed to providing access to students of diverse backgrounds and to enabling them to thrive.
- Anderson promotes and cultivates the highest ethical standards.
- Anderson aids the career development of its students and alumni through outstanding Career Services and the support and mentoring by faculty and staff.
- Anderson fosters student success through excellence in teaching, responsive advisement, and promotion of internship opportunities.
- Anderson seeks continuous improvement in all its endeavors.
- Student success, graduation, quality of program, quality of jobs for graduates.
- Continuing our focus on Economic Development through our Entrepreneurship Program, Business Plan Competitions and Small Business Institute Outreach.
- Improving the MBA program and therein increasing graduate enrollment.
- Identifying and rewarding excellence in research.
- Creating alliances with more selected Foreign Universities.
- Continuing to build strong relationships with our community partners through our Foundation Board, Small Business Institute (SBI) outreach and faculty involvement.

**1C. List the overall learning goals for each undergraduate and/or graduate program.**

**Anderson’s Educational Programs: Learning Goals**

Category	BBA	MBA	EMBA	MACCT
Target market	Entry-level positions in general management or a functional management specialty	Entry-level or mid-level positions in general management or a functional specialty	Mid- or upper-level management	Professional accounting positions in public accounting, government, industry, or nonprofit organizations.
Management functional knowledge	Graduates have a broad knowledge of functional management areas including accounting, finance, marketing, operations management, organizational behavior, and quantitative methods.	Graduates have expertise in the functional areas of management and are able to think critically and apply this knowledge to cases and real world situations	Graduates have expertise in the functional areas of management and are able to think critically and apply this knowledge to cases and real world situations in upper management	Graduates have knowledge of functional, perspective, and integrative management, appropriate to their chosen career path.
Management perspective knowledge	Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics.			
Management integrative knowledge	Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.			
Communication skills	Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.			

Category	BBA	MBA	EMBA	MACCT
Computer skills	Graduates can effectively use a computer for management related tasks including communication, finding and processing information, document preparation, multimedia presentation, and financial and quantitative analysis.			
Critical thinking	Graduates have critical thinking skills, suitable to entry-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.	Graduates have critical thinking skills, suitable to entry- and mid-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.	Graduates have critical thinking skills, suitable to mid- and upper-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.	Graduates have critical thinking skills, suitable to entry- and mid-level accounting positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.
Team work	Graduates have experience in completing complex managerial tasks as a team member.	Graduates have advanced experience in completing complex managerial tasks as a team member or leader.	Graduates have advanced experience in completing complex managerial tasks as a team member and leader.	Graduates have advanced experience in completing complex managerial tasks as a subject matter expert, team member or leader.
Life-long Learning	Graduates are prepared for further study and professional development.			Graduates have knowledge of the requirements for continuous professional development as specified by professional regulatory bodies.

Category	BBA	MBA	EMBA	MACCT
Degree-specific			Graduates have communication and presentation skills suitable to mid- and upper-level management roles	Graduates have requisite technical competence for entry into any branch of the accounting profession including public accounting, business, nonprofit and federal, state and local government.
			Graduates have knowledge of business leadership issues, have examined their own leadership capabilities, and identified areas for personal development.	Graduates can adapt to changing requirements in the profession
			Graduates can make managerial decisions based on analysis of quantitative, financial, and economic data.	
			Graduates understand global business issues and have had exposure to cross-border challenges.	
			Graduates have a broad strategic focus that enables them to manage change, growth, and innovation.	

## LEARNING GOALS: Anderson BBA Core Curriculum Map

	Accounting		MIDS			FIT		DOS			
Learning Goals (Measurable Objectives to be Inserted)	MGT 202	MGT 303	MGT 300	MGT 322	MGT 450	MGT 326	MGT 328	MGT 306	MGT 308	MGT 310	MGT 498
<b>1. Management Functional Knowledge:</b> Graduates have a broad knowledge of functional management areas including accounting, finance, marketing, operations management, organizational behavior, and quantitative methods.	X	X	X	X	X	X	X	X			
<b>2. Management perspective knowledge</b> Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics.		X				X	X		X	X	
<b>3. Management integrative knowledge</b> Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.		X	X	X	X		X		X		X
<b>4. Communication Skills</b> Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.	X		X		X	X	X	X	X		X
<b>5. Computer Skills</b> Graduates can effectively use a computer for management related tasks including communication, finding and processing information, document preparation, multimedia presentation, and financial and quantitative analysis.	X	X	X		X	X					
<b>6. Teamwork</b> Graduates have experience in completing complex managerial tasks as a team member.	X		X		X	X		X			X
<b>7. Critical Thinking:</b> Graduates have critical thinking skills, suitable to entry-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.		X		X	X	X	X	X	X	X	X
<b>8. Life-Long Learning:</b> Graduates are prepared for further study and professional development.		X	X			X	X	X	X	X	X

## LEARNING GOALS: Anderson MBA Core Curriculum Map

	Accounting	MIDS			FIT			DOS		
Learning Goals (Measurable Objectives to be Inserted)	MGT 502	MGT 501	MGT 520	MGT 522	MGT 504	MGT 511	MGT 526	MGT 506	MGT 508	MGT 598
<b>1. Management Functional Knowledge:</b> Graduates have a broad knowledge of functional management areas including accounting, finance, marketing, operations management, organizational behavior, and quantitative methods.	X	X	X	X				X		
<b>2. Management perspective knowledge</b> Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics.	X				X				X	
<b>3. Management integrative knowledge</b> Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.	X		X	X					X	X
<b>4. Communication Skills</b> Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.		X	X					X	X	X
<b>5. Computer Skills</b> Graduates can effectively use a computer for management related tasks including communication, finding and processing information, document preparation, multimedia presentation, and financial and quantitative analysis.		X								
<b>6. Teamwork</b> Graduates have experience in completing complex managerial tasks as a team member or leader.		X	X		X			X		X
<b>7. Critical Thinking:</b> Graduates have critical thinking skills, suitable to entry- and mid-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.	X	X	X	X	X			X	X	X
<b>8. Life-Long Learning:</b> Graduates are prepared for further study and professional development.	X	X	X		X			X	X	X



## **BBA Learning Goals and Objectives (Course Coverage and Assessment of Objective)**

### **1. Management Functional Knowledge:**

Graduates have a broad knowledge of functional management areas including accounting, finance, marketing, operations management, organizational behavior, and quantitative methods.

Objective #1: Our students will be able to understand the difference between cash and accrual accounting, prepare four basic financial statements, and conduct basic financial statement analysis. (202)

Objective #2: To obtain a working knowledge of the role that the operations manager plays in delivering products and services to customers. (300)

Objective #3: Use accounting information to measure, monitor, manage and improve the financial performance of organizations.(303)

Objective #4: Understand the basic concepts related to effective management of people in organizations. (306)

### **2. Management perspective knowledge**

Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics.

Objective #1: To be able to define the term “stakeholder” and classify stakeholders using various typologies. (308)

### **3. Management integrative knowledge**

Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.

Objective #1: Apply information systems principles and practice with those from other functional areas to analyze and recommend business and management decisions. (450)

Objective #2: This course is designed to help the student to develop and to articulate skillful responses to diverse sources of information regarding global business transactions and operations. Equally, the aim is to offer the students a broad view of the various decisions and tasks involved in conducting global business, as well as how micro and macro environmental variables affect global business operations. (328)

### **4. Communication Skills**

Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.

Objective #1: Be able to communicate ideas orally and in written form effectively. (498)

### **5. Computer Skills**

Graduates can effectively use a computer for management related tasks including communication, finding and processing information, document preparation, multimedia presentation, and financial and quantitative analysis. (450/498)

**6. Teamwork**

Graduates have experience in completing complex managerial tasks as a team member.

Objective #1: Students participate in a cross-functional team to achieve analytical and critical thinking. (306/498)

**7. Critical Thinking**

Graduates have critical thinking skills, suitable to entry-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.

Objective #1: Be capable of organizing information to provide solutions or answers to business situations. (498)

**8. Life-Long Learning:**

Graduates are prepared for further study and professional development.

Objective #1: Students learn to apply theoretical concepts to various situations. (498)

## **MBA Learning Goals and Objectives (Course Coverage and Assessment of Objective)**

### **1. Management Functional Knowledge:**

Graduates have expertise in the functional areas of management and are able to think critically and apply this knowledge to cases and real world situations.

Objective #1: Students will develop the ability to perform statistical analysis of business and organizational sample data and to make meaningful and informed decisions based on the evidence found. (501)

Objective #2: To provide students with an understanding of the concepts, methods and uses underpinning the preparation of financial statements and with appropriate ratio analysis tools to understand them. (502)

Objective #3: Apply the basic concepts related to effective management of people in organizations. (506)

### **2. Management perspective knowledge**

Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics.

Objective #1: To apply principles of economic analysis to the decision-making process of individuals and firms. (504)

Objective #2: To be able to define the term "stakeholder" and demonstrate knowledge of how corporations can effectively manage their relationships with stakeholders. (508)

### **3. Management integrative knowledge**

Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.

Objective #1: This course is designed to help the student to develop skillful and articulate responses to the strategic management of technology & innovation and international business risks & opportunities. The essence of business opportunity in the world today depends on markets. In today's world, markets have become international and are enhanced by the appropriate use of technology to improve products, processes, and services. (511)

Objective #2: To obtain a working knowledge of the role that the operations manager plays in delivering products and services to customers. And to understand the challenges of integrating operational decisions with marketing, human resources, information technology, ethics, organizational strategic planning, financial considerations, and accounting information. (520)

### **4. Communication Skills**

Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.

**5. Computer Skills**

Graduates can effectively use a computer for management related tasks including communication, finding and processing information, document preparation, multimedia presentation, and financial and quantitative analysis.

**6. Teamwork**

Graduates have experience in completing complex managerial tasks as a team member or leader.

Objective #1: Students participate in executive teams to utilize and further develop analytical and critical thinking. (506/598)

**7. Critical Thinking**

Graduates have critical thinking skills, suitable to entry- and mid-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.

Objective #1: Be capable of organizing information from various functional areas to provide executive-level solutions. (598)

**8. Life-Long Learning:**

Graduates are prepared for further study and professional development.

Objective #1: Use theoretical concepts to provide solutions to various executive situations. (598)

### ANDERSON BBA Core Classes: Learning Objectives

Course	Objective #1	Objective #2	Objective #3	Objective #4	Objective #5
<b>MGT 202</b>	Understand the assumptions, principles and constraints underlying financial accounting and reporting	Identify, measure and analyze the differences between cash and accrual accounting	Identify and measure assets, liabilities, and the components of shareholders' equity	Perform the steps of the accounting cycle including preparation of four basic financial statements	Conduct basic financial statement analysis using ratios
<b>MGT 303</b>	Improve financial performance by analyzing product cost elements and allocation methodologies	Improve financial performance by understanding the nature and behavior of costs	Improve financial performance by constructing a contribution margin income statement to explore cost –volume - profit relationships	Improve financial performance by building a financial model of the organization to budget revenue and resources requirements and determine the impact of management decisions	Improve financial performance by measuring, monitoring and managing variances between planned and actual performance
<b>MGT300</b>	To be able to identify production and service operations management key decisions	Understand the basic OM decision-making tools and how these tools are used in delivering products and services	Understand the principles of the Just in Time philosophy	Understand how to make correct product and process choices	N/A
<b>MGT 322</b>	Understand the implications of an appropriate marketing	Understand the strategic management of marketing within the organization	Learn tools and techniques for analyzing markets	Gain an appreciation for the dynamic environment(s) in which marketing decisions must be	Understand the value of ethical marketing behavior.
<b>MGT 326</b>	Our students will understand the purposes and functions of the main institutions that comprise the financial environment	Our students will understand interest rates and interest rate yield curves, will be able to calculate them and apply them to financial decision making	Our students will be able to perform essential time value of money calculations and apply the results to financial decision making	Our students will be able to determine and assess the value of financial assets (securities, projects and businesses) and apply the results to financial decision making	Our students will understand the concept of financial risk and be able to apply it in asset valuation and financial decision making

<b>Course</b>	<b>Objective #1</b>	<b>Objective #2</b>	<b>Objective #3</b>	<b>Objective #4</b>	<b>Objective #5</b>
<b>MGT328</b>	To gain an enhanced understanding of the issues (cultural, political, and economic) managers face when conducting business internationally.	To learn about the business environment in parts of the world.	To learn how companies devise and implement international business operations and strategies.	To obtain practical skills helpful to students who proceed to engage in international business.	To gain an enhanced understanding of theories of international trade & foreign direct investments.
<b>MGT306</b>	Understand basic theories of motivation	Be able to describe an effective group/team	Know the types of power and influence strategies	Discuss workforce diversity effects on modern organizations and leadership	Understand the issues and implications of managing organizations in a global environment
<b>MGT 308</b>	To examine the various ways corporations act on societal expectations of their	To be able to apply different kinds of ethical reasoning – ethical egoism, rights	To understand how improving ethical performance can be in	To understand the rationales for social regulations like workplace safety and environmental	
<b>MGT 310</b>	Describe how law is developed and is applied in business situations.	Explain the federal and state court systems and how the legal systems	Gain an understanding of business laws including torts, employment law,	Explain the requirements and attributes of contracts and the consequences of breach.	Learn to identify and understand the sources of liability and strategies to minimize legal risk.
<b>MGT 450</b>	Explain the basic concepts and vocabulary of Management Information Systems	Explain the ways that information technology and systems affect organizations' processes and value chains (process improvement)	Apply MIS concepts with those from other management disciplines to analyze, interpret, & evaluate management decisions (assess past actions)	Apply MIS concepts with those from other management disciplines to recommend managerial courses of action (prepare for future actions)	N/A
<b>MGT 498</b>	Understand the relationships among the different levels of strategy	Be able to communicate ideas orally and in written form to customers and superiors	Be capable of organizing information to provide solutions or answers to business situations.	Participate in a cross-functional team to practice the strategic management process.	Understand the relationships among the different levels of strategy

## ANDERSON MBA Core Classes: Learning Objectives

**SUBJECT TO CHANGE—SEE WORK IN PROGRESS BELOW THIS TABLE**

Course	Objective #1	Objective #2	Objective #3	Objective #4	Objective #5
<b>MGT 502</b>	To introduce students to the accounting concepts and procedures used in the preparation of corporate financial statements: Balance Sheet, Income Statement, and Statement of Cash Flows.	To develop an awareness of alternative measurement and reporting rules available under GAAP and their impact upon reported performance and company valuation.	To introduce the basic principles of how to analyze and to interpret corporate financial statements. Emphasis will be placed upon the impact of accounting measurements upon market and company valuation.	To introduce students to some of the similarities and differences in international financial reporting practices.	
<b>MGT 501</b>	The ability to organize data and show a data set's characteristics through	An understanding of the basics of probability and being able to use probability concepts in the	The ability to set up hypothesis tests and confidence intervals and	The ability to build and interpret statistical models based on simple and multivariate	The ability to use computer based statistical calculation software in the above tasks.
<b>MGT520</b>	To be able to identify production and service operations management key decisions and the challenges of implementation.	Understand the use and interpretation of OM decision-making tools and how these tools are used in delivering products and services.	Understand the principles of the Just in Time philosophy, Six Sigma, the Malcolm Baldrige National Quality Award, and reengineering the organization.	Understand how to make the correct product and process design and implementation choices.	

<b>Course</b>	<b>Objective #1</b>	<b>Objective #2</b>	<b>Objective #3</b>	<b>Objective #4</b>	<b>Objective #5</b>
<b>MGT 522</b>	Understand implications of a marketing orientation.	Understand importance of strategic marketing management within an organization.	Learn tools techniques for analyzing markets.	Gain an appreciation for dynamic environment(s) in which marketing decisions must be made.	Understand the value and importance of ethical marketing behavior.
<b>MGT 504</b>	The student will use principles of supply and demand.	The student will learn the differences between different types of market structure.	How firms behave under different market environments	How do firms and consumers behave/make choices under uncertainty.	Externalities and Public goods
<b>MGT 511</b>	To develop an awareness of the range, scope, and complexity of the issues and problems related to the strategic management of technology and innovation.	To develop a conceptual framework for assessing and auditing the innovative capabilities of a business organization.	To develop an understanding of the “state of the art” of the strategic management of technology and innovation.	To create an understanding of the world of business in a global setting, addressing cultural, trade, modes of entry, political, and economic challenges and opportunities.	To develop a broad view of the various decisions and tasks involved in conducting international business.
<b>MGT526</b>					
<b>MGT 506</b>	Be able to apply motivation theories in various situations	Know how to form and maintain a high-performing group/team	Understand how to effectively apply power and influence strategies to a particular situation	Know how to effectively work with and lead diverse peoples in the workplace	Discuss how management practice is affected by the global environment
<b>MGT 508</b>	To analyze how businesses can play a constructive role in the public policy process.	To be able to enumerate concrete actions firms can take to improve ethical performance.	To be able to apply different kinds of ethical reasoning – ethical egoism, rights reasoning, utilitarianism, justice reasoning – to business decisions.	To apply the various ways businesses can act on societal expectations of business given a variety of contexts including different industries and different cultural expectations of corporate social responsibility.	



Course	Department	Catalog Style Description, 3 credit format	Learning Outcomes, 3 credit format
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 501, Decision Analytics</b>	Management, Information and Decision Sciences	Students will develop the ability to perform statistical analysis of business and organizational sample data and to make meaningful and informed decisions based on the evidence found.	<ol style="list-style-type: none"> <li>1. Organize data and interpret a sample data set's characteristics through graphical display and numerical summaries.</li> <li>2. Recognize the basic categories of data types.</li> <li>3. Select the appropriate method of analysis for the question of interest.</li> <li>4. Set up the appropriate hypothesis tests and confidence intervals and to interpret the results.</li> <li>5. Build and interpret statistical models based on simple and multivariate regression.</li> <li>6. Analyzing, interpreting, discussing, and presenting statistical results with their team members.</li> </ol>
<b>MGT 502, Financial Accounting</b>	Accounting	Accounting concepts and procedures used in preparation of corporate financial statements: balance sheet, income statement, statement of cash flows, statement of stockholders' equity and statement of comprehensive income. Measurement of reporting choices within Generally Accepted Accounting Principles. Foundations of corporate financial statement analysis.	Demonstrate how financial transactions affect the balance sheet, accrual-based earnings statements, and cash flows and balances using actual corporate financial statements. Familiarity with basic ratios used for investment and lending decisions and articulate how accounting assumptions and estimates affect these ratios. Demonstrate familiarity with 10-K filings, including financial statements and other important disclosures, with a focus on revenue recognition, investments, receivables, impairments and contingent liabilities. Knowledge of how accounting standards are set both domestically and internationally.
<b>MGT504, Managerial Economics</b>	Finance, International, Technology and Entrepreneurship	To be determined.	To be determined.
<b>MGT 506, Organizational Behavior</b>	Organizational Studies	To be determined.	To be determined.

Course	Department	Catalog Style Description, 3 credit format	Learning Outcomes, 3 credit format
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 508, Business and Society</b>	Organizational Studies	This course focuses on the role of business in society. Specifically, it examines the influence of the external environment on management decision decisions and organizational welfare and how organizations affect the external environment and society, including the political and legal systems in society. The course also presents an in-depth examination of the firm's relationship with its stakeholders, including those both internal and external to the business.	<ol style="list-style-type: none"> <li>1. To heighten awareness of the complex character of organizational environments and lay a foundation for ethical and responsible behavior to deal with this complexity.</li> <li>2. To understand the political and legal contexts, in addition to the competitive market, that may support or limit the actions that a manager wants to take.</li> <li>3. To understand the needs and desires of important stakeholder groups and how business can deal with them and issues important to them effectively.</li> </ol>
<b>MGT511, International Business</b>	Finance, International, Technology and Entrepreneurship	Provides a survey of the global economy and developments in global business environments, with an emphasis on implications for creating and sustaining competitive advantage, as well as strategies for international expansion and managing a multinational company.	<ol style="list-style-type: none"> <li>1. Survey of globalization and implications for business.</li> <li>2. Exposure to diverse international business environments including major emerging markets.</li> <li>3. Implications of international threats and opportunities for a company's strategy and operations.</li> <li>4. Operations and strategy of multinational corporations</li> <li>5. Firm-level internationalization.</li> </ol>
<b>MGT 520, Operations Management</b>	Management, Information and Decision Sciences	A managerial level examination of operations strategy with emphasis on application of quantitative models as guides to managerial decision making. Includes project management, product and service design, supply-chain management, aggregate planning, Just-In-Time (lean systems), mass customization, and systems thinking. Prerequisite MGMT 501.	<ol style="list-style-type: none"> <li>1. Demonstrate a working knowledge of the role that the operations manager plays in delivering products and services to customers and the related challenges of integrating operational decisions with other management functions.</li> <li>2. Identify production and service operation's key management decisions and the challenges of implementation.</li> <li>3. Understand the use and interpretation of OM decision-making tools (paper, calculator, and computer based) and how these tools are used in delivering products and services.</li> <li>4. Understand how to make the good product and process design and implementation choices.</li> <li>5. Understand how operations management can be used to improve quality, productivity, and efficiency in organizations.</li> </ol>

Course	Department	Catalog Style Description, 3 credit format	Learning Outcomes, 3 credit format
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 522, Marketing</b>	Management, Information and Decision Sciences	This class introduces participants to the concepts and principles of marketing. The major role of marketing in a company is determining, creating, communicating and delivering value to customers and managing customer relationships in ways that benefit the organization and its stakeholders.	<ol style="list-style-type: none"> <li>1. Provide an understanding of the key decisions in a firm's marketing program.</li> <li>2. Develop the skills to identify and analyze marketing opportunities.</li> <li>3. Provide a framework for evaluating marketing problems and making marketing decisions.</li> <li>4. Demonstrate how marketing creates value for the firm and its customers.</li> <li>5. Improve familiarity with institutional marketing knowledge, practice, and terminology.</li> </ol>
<b>MGT 526, Financial Management</b>	Finance, International, Technology and Entrepreneurship	The finance function and its relation to other functions and to the general policy of the firm. Topics include: the finance function; the benchmark of maximization of owners' wealth; the valuation principle and no-arbitrage pricing; use financial statement analysis; time-value of money; various methods of valuation of stocks and bonds; raising equity and debt capital; capital budgeting analysis and decision-methods; risk and diversification; modern portfolio theory; capital market theory; various measures of cost of capital; incorporating risk into cost of capital and capital budgeting analysis; dividend policy; various topics in working-capital management.	<ol style="list-style-type: none"> <li>1. An understanding of the benchmark of the maximization of owners' wealth.</li> <li>2. An understanding and calculation of the no-arbitrage valuation.</li> <li>3. An understanding of the time-value of money calculations.</li> <li>4. Calculating the value of an investment project.</li> <li>5. Calculating the value of stocks and bonds.</li> <li>6. An understanding and calculations in risk-return trade-off.</li> </ol>
<b>MGT598, Strategic Management</b>	Organizational Studies	To be determined.	To be determined.

<b>Course</b>	<b>Department</b>	<b>Pedagogic Approach - 3-credit format</b> (% of lectures, case studies, simulations, experiential projects, presentations, guest lectures, movies, discussion, in-class activity, software, lab-hour, expectations, etc.)	<b>Course Materials - 3-credit format</b> (textbook, calculator, cases, newspapers, magazines, journals, software, movies, etc.)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 501, Decision Analytics</b>	Management, Information and Decision Sciences	First in class exam (30%) Second in class exam (30%) Semester Project Presentation (30%) Attendance (5%) Class Participations (5%)	<ul style="list-style-type: none"> <li>•Statistics for Business and Economics, by James T. McClave, P. George Benson, and Terry Sincich, Eleventh Edition, Prentice Hall. 2011. A student solutions manual is packaged with the text. Includes a CD ROM with the data for all exercises and cases.</li> <li>•Data Analysis with Microsoft Excel: updated for Office 2007, by Kenneth N. Berk and Patrick Carey, Brooks/Cole &amp; Cengage Learning. 2010.</li> </ul>
<b>MGT 502, Financial Accounting</b>	Accounting	50% lecture; 30% application with in-class activity; 20% group presentation.	Phillips, Libby, Libby, Fundamentals of Financial Accounting, 3e with Connect.
<b>MGT504, Managerial Economics</b>	Finance, International, Technology and Entrepreneurship	To be determined.	To be determined.
<b>MGT 506, Organizational Behavior</b>	Organizational Studies	To be determined.	To be determined.
<b>MGT 508, Business and Society</b>	Organizational Studies	40 % case study analysis; 40 % discussion/lecture; 10 % discussion of current events as they relate to the class; 5 % guest speakers; 5 % other.	2-3 readings on ethics (Velasquez, Matten & Crane, something by Trevino); 2-3 readings on CSR/Corporate Citizenship (Waddock, Frederick, Carroll); 5-6 readings on stakeholders (Mitchell, Agle, & Wood, Greenwood, Van Buren); 2-3 Legal readings (Segal, Siedel, Jentz & Miller); 5-7 full-length cases.
<b>MGT511, International Business</b>	Finance, International, Technology and Entrepreneurship	60% case study analysis; 30% lecture/discussion; 5% guest speakers; 5% other.	2-3 recent books on global business (e.g., Pankaj Ghemawat's World 3.0, Michael Spence's Global Convergence, Ha-Joon Chang's Bad Samaritans); 5-7 readings on international environments such as The Economist country surveys; 10-12 full-length case studies.

<b>Course</b>	<b>Department</b>	<b>Pedagogic Approach - 3-credit format</b> (% of lectures, case studies, simulations, experiential projects, presentations, guest lectures, movies, discussion, in-class activity, software, lab-hour, expectations, etc.)	<b>Course Materials - 3-credit format</b> (textbook, calculator, cases, newspapers, magazines, journals, software, movies, etc.)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 520, Operations Management</b>	Management, Information and Decision Sciences	On line: problem, cases, practice quizzes, midterm and final; discussions, on line conferences, video lectures and problem solution demonstration.	Heizer & Render, "Operations Management"; cases from text, videos.
<b>MGT 522, Marketing</b>	Management, Information and Decision Sciences	50% case study analysis; 40% lecture/discussion; 5% guest speakers; 5% other.	1 recommended / background books (eg: Chernev's "Strategic Marketing Analysis" or Kotler & Keller's "Framework for Marketing Management" + 10 HBR articles + 10-12 full-length case studies.
<b>MGT 526, Financial Management</b>	Finance, International, Technology and Entrepreneurship	60% lectures; 15% case studies; 20% numerical exercises; 5% in-class activity and discussions. 0% presentations, guest lectures, etc.	Textbook and Study Guide: Corporate Finance by Berk and DeMarzo. Companion lab software: MyFinanceLab. Wall Street Journal.
<b>MGT598, Strategic Management</b>	Organizational Studies	To be determined.	To be determined.

<b>Course</b>	<b>Department</b>	<b>Description of Assignments, 3 credit format (number, types, software required, papers, etc.)</b>	<b>Closest BBA-Course Equivalent</b>
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 501, Decision Analytics</b>	Management, Information and Decision Sciences	Homework is assigned for each chapter covered. Students are required to form a group to conduct semester project and present the results in the class.	MGT 290 - Introduction to Business Statistics
<b>MGT 502, Financial Accounting</b>	Accounting	Three exams, electronically-graded quizzes and homework for every chapter, 3 brief writing assignments about current issues in accounting and a financial statement analysis project.	Mgt 202 - Prin of Financial Accounting
<b>MGT504, Managerial Economics</b>	Finance, International, Technology and Entrepreneurship	To be determined.	To be determined.
<b>MGT 506, Organizational Behavior</b>	Organizational Studies	To be determined.	To be determined.
<b>MGT 508, Business and Society</b>	Organizational Studies	Written and/or oral analysis of case studies. Papers related to class subject matter. Group project related to a stakeholder analysis of an issue or exam.	MGMT 308 - Ethical, Political and Social Environment of the Firm
<b>MGT511, International Business</b>	Finance, International, Technology and Entrepreneurship	Written and/or oral analysis of case studies; essays related to class readings; potentially an exam, simulation or project.	MGT 328 - International Management
<b>MGT 520, Operations Management</b>	Management, Information and Decision Sciences	6-7 problem solving assignment, 1-2 case studies, spreadsheet software.	MGMT 300 - Operations Management
<b>MGT 522, Marketing</b>	Management, Information and Decision Sciences	Written and/or oral analysis of case studies; essays related to class readings; potentially an exam, simulation or project.	MGMT 322: Marketing Management

Course	Department	Description of Assignments, 3 credit format (number, types, software required, papers, etc.)	Closest BBA-Course Equivalent
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 526, Financial Management</b>	Finance, International, Technology and Entrepreneurship	12–14 homework; 12–14 quizzes; 6 cases; 6–8 topical special homework from the financial press; 3 exams.	MGMT 326 - Financial Management
<b>MGT598, Strategic Management</b>	Organizational Studies	To be determined.	To be determined.

Course	Department	Differences Between Grad and Undergrad Courses	Pre-requisites (courses, skill sets or other requirements students should meet before taking the class)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 501, Decision Analytics</b>	Management, Information and Decision Sciences	Use semester project to ensure students gain the following capabilities: 1. Identify interesting statistical issues 2. Officially formulate these issues into solvable or analyzable problems 3. Rigorously solve or analyze the problems using the tools or concepts discussed in the class. 4. Derive managerial insights from the solutions found or perform scenario analysis 5. Effectively communicate the problem, the solution and analysis processes, the solutions, and the managerial insights or result of scenario analysis with the audience.	Algebra
<b>MGT 502, Financial Accounting</b>	Accounting	Greater emphasis on cash/accrual; implementation of accounting principles in business; research project and group presentation.	None

<b>Course</b>	<b>Department</b>	<b>Differences Between Grad and Undergrad Courses</b>	<b>Pre-requisites</b> (courses, skill sets or other requirements students should meet before taking the class)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT504, Managerial Economics</b>	Finance, International, Technology and Entrepreneurship	To be determined.	To be determined.
<b>MGT 506, Organizational Behavior</b>	Organizational Studies	To be determined.	To be determined.
<b>MGT 508, Business and Society</b>	Organizational Studies	More conceptual and application driven. While the BBA version focuses on the course's relationship with the various functional areas within a business, the MBA version challenges students to think about the implementation of these ideas within their organization.	Economics (micro & macro), course should be offered towards the end of the required classes.
<b>MGT511, International Business</b>	Finance, International, Technology and Entrepreneurship	The BBA course is a lecture-based survey course using a standard IB text that surveys the general field including political and economic environments, international trade & investment theory, economic integration, foreign exchange & monetary system. The BBA version includes less integration with other fields.	Economics (critical), Strategic Management (preferred).
<b>MGT 520, Operations Management</b>	Management, Information and Decision Sciences	More and deeper quantitative analysis required, more chapters considered, problems and case are more comprehensive and sophisticated.	MGMT 501: Decision Analytics



Course	Department	Differences Between Grad and Undergrad Courses	Pre-requisites (courses, skill sets or other requirements students should meet before taking the class)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 522, Marketing</b>	Management, Information and Decision Sciences	The BBA course is a lecture-based survey course using a standard Principles of Marketing text that surveys the general field. The BBA emphasis is on acquiring the terms and concepts, especially segmentation, targeting, and positioning and the elements of the marketing mix (product, pricing, promotions, channels of distribution). The graduate course should be considerably more applied, quantitative, and integrated with other disciplines.	Economics, Decision Analytics
<b>MGT 526, Financial Management</b>	Finance, International, Technology and Entrepreneurship	The graduate course will have depth and wider scope. The emphasis is on deeper understanding of concepts and proficiency in calculations. The cases demand a greater understanding and application of pre-requisites.	MGMT 501 & 502. Accounting, micro- and macro-economics, algebra, geometry, calculus, computing (mainly spreadsheet), probability and statistics.
<b>MGT598, Strategic Management</b>	Organizational Studies	To be determined.	To be determined.

<b>Course</b>	<b>Department</b>	<b>Interdisciplinary Integration</b> (e.g., production, marketing, finance; ethics and law; etc.)	<b>Extra-curricular Activities Integration</b> (create and enhance vibrant academic environment)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 501, Decision Analytics</b>	Management, Information and Decision Sciences	Business scenarios in other disciplines are used as examples.	Students are required to find or to collect a sample dataset outside of the classroom.
<b>MGT 502, Financial Accounting</b>	Accounting	Integration and discussion of legal/ethical aspects of accounting.	Some time spent on introduction to the profession/certifications.
<b>MGT504, Managerial Economics</b>	Finance, International, Technology and Entrepreneurship	To be determined.	To be determined.
<b>MGT 506, Organizational Behavior</b>	Organizational Studies	To be determined.	To be determined.
<b>MGT 508, Business and Society</b>	Organizational Studies	High degree of integration across functional areas.	Potential links to internships, Washington Campus, and Net Impact activities.

<b>Course</b>	<b>Department</b>	<b>Interdisciplinary Integration</b> (e.g., production, marketing, finance; ethics and law; etc.)	<b>Extra-curricular Activities Integration</b> (create and enhance vibrant academic environment)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT511, International Business</b>	Finance, International, Technology and Entrepreneurship	High degree of integration via the use of the case method. Emphasis on implications of global business environment for the competitive process.	Potential linkages to internships, study abroad, business plan competition, and International Business Students Global activities.
<b>MGT 520, Operations Management</b>	Management, Information and Decision Sciences	Marketing for inputs to product and services design and development.	To be determined.
<b>MGT 522, Marketing</b>	Management, Information and Decision Sciences	High degree of integration via the use of the case method. Emphasis on the interface between marketing and other functional disciplines including finance, logistics, and HR.	Links to the AMA student chapter.
<b>MGT 526, Financial Management</b>	Finance, International, Technology and Entrepreneurship	Professional bodies in Finance have their own codes of conduct and standards of profession. They can be integrated well if there were a large case involving the three functional areas of marketing, production and finance.	A lot of finance-related activities exist in this town. We need to "free-up" a designated slot of time in the weekly schedule of classes for these activities to be scheduled during this designated time.
<b>MGT598, Strategic Management</b>	Organizational Studies	To be determined.	To be determined.

<b>Course</b>	<b>Department</b>	<b>Depth</b> (level of conceptual and computational skills to be acquired in the course)	<b>Breadth</b> (essential topics, intermediate topics, advanced topics, etc.)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 501, Decision Analytics</b>	Management, Information and Decision Sciences	1. Understand the basic tools for statistical analysis and its relationship with business decisions. 2. Conduct statistical evaluation of parameters both by hand and by using software. 3. Identify interesting business issues and formulate them into a analyzable statistical questions, find the solutions, and present it to the audience.	1. Statistical thinking. 2. Descriptive statistics. 3. Random variables and statistic distribution. 4. Interval estimation. 5. Hypothesis testing. 6. Simple and multiple linear regression.
<b>MGT 502, Financial Accounting</b>	Accounting	Students will understand the effect of business transactions on the financial statements and the effects of financial reporting on management decisions, particularly in different functional areas of the organization.	Rules of debit and credit; financial statement preparation and analysis; current applications; advanced behavioral applications.
<b>MGT504, Managerial Economics</b>	Finance, International, Technology and Entrepreneurship	To be determined.	To be determined.
<b>MGT 506, Organizational Behavior</b>	Organizational Studies	To be determined.	To be determined.
<b>MGT 508, Business and Society</b>	Organizational Studies	As more of a survey course, this course emphasized breadth (and integration) over depth.	The scope of the course is broad in term of integration with multiple disciplines and strategy.
<b>MGT511, International Business</b>	Finance, International, Technology and Entrepreneurship	As more of a survey course, this course emphasized breadth (and integration) over depth.	The scope of the course is broad in terms of geography (exposure to multiple regions and major emerging markets), integration with multiple disciplines and strategy.

<b>Course</b>	<b>Department</b>	<b>Depth</b> (level of conceptual and computational skills to be acquired in the course)	<b>Breadth</b> (essential topics, intermediate topics, advanced topics, etc.)
<b>Proposed MBA Core Curriculum Course Details</b>			
<b>MGT 520, Operations Management</b>	Management, Information and Decision Sciences	Students expected to calculate productivity, NPV for proposed projects, probability of project completion, forecasts, quality measures, SPC charts, capacity, layout and location strategies, service levels, work measurement, inventory safety stock, minimum cost aggregate plan, MPR tables.	Breadth is topics (see above) for which qualitative and quantitative estimates and decision should be made.
<b>MGT 522, Marketing</b>	Management, Information and Decision Sciences	As more of a survey course, this course emphasizes breadth (and integration) over depth.	The scope of the course is broad in terms of covering several topics, drawing case studies from many different types of industries, and many different types of economy (emerging, developed, etc.).
<b>MGT 526, Financial Management</b>	Finance, International, Technology and Entrepreneurship	A student is expected to be able to: 1. proficiently calculate various numbers in different topics. 2. interpret these calculated numbers. 3. make a decision. 4. understand the range of costs and consequences if the assumptions about the future are not realized.	A certain set of topics is considered sine qua non. An educated person with an MBA degree from any respectable program is expected to possess these skills. Thus, the topics listed in the three-hour course above is essential.
<b>MGT598, Strategic Management</b>	Organizational Studies	To be determined.	To be determined.

## ANDERSON BBA ASSESSMENT: Location (e.g., course) and Tool(s)

Goal	Assessment Location (Course, etc.) and Tool
<p><b>1. Management Functional Knowledge:</b>            Graduates have a broad knowledge of functional management areas including accounting, finance, marketing, operations management, organizational behavior, and quantitative methods.</p>	306} In-class multiple choice exam questions
<p><b>2. Management perspective knowledge</b>            Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics.</p>	308 310} In-class multiple choice exam questions
<p><b>3. Management integrative knowledge</b>            Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.</p>	308} 498} Semester project
<p><b>4. Communication Skills</b>            Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.</p>	306} Written and oral presentations 308} Portfolio at end of program 498} Portfolio at end of program
<p><b>5. Computer Skills</b>            Graduates can effectively use a computer for management related tasks including communication, finding and processing information, document preparation, multimedia presentation, and financial and quantitative analysis.</p>	
<p><b>6. Teamwork</b>            Graduates have experience in completing complex managerial tasks as a team member.</p>	306} Peer evaluation at end of class 498} Peer evaluation at end of class
<p><b>7. Critical Thinking:</b> Graduates have critical thinking skills, suitable to entry-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.</p>	306} Portfolio at end of program 308} Portfolio at end of program 310} Portfolio at end of program 498} Current events analysis
<p><b>8. Life-Long Learning:</b>            Graduates are prepared for further study and professional development.</p>	306 308 310 498} In-class exam questions

## ANDERSON MBA ASSESSMENT: Location (e.g., course) and Tool(s)

Goal	Assessment Location (Course, etc.) and Tool
<b>1. Management Functional Knowledge:</b> Graduates have a broad knowledge of functional management areas including accounting, finance, marketing, operations management, organizational behavior, and quantitative methods.	506} In-class multiple choice exam questions
<b>2. Management perspective knowledge</b> Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics.	508
<b>3. Management integrative knowledge</b> Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.	508 598} Semester project
<b>4. Communication Skills</b> Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.	506} Written and oral presentations 508} Portfolio at end of program 598} Written and oral presentations
<b>5. Computer Skills</b> Graduates can effectively use a computer for management related tasks including communication, finding and processing information, document preparation, multimedia presentation, and financial and quantitative analysis.	
<b>6. Teamwork</b> Graduates have experience in completing complex managerial tasks as a team member or leader.	506} Peer evaluation at end of class 598} Peer evaluation at end of class
<b>7. Critical Thinking:</b> Graduates have critical thinking skills, suitable to entry- and mid-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.	506} Portfolio at end of program 508} Portfolio at end of program 598} Semester project
<b>8. Life-Long Learning:</b> Graduates are prepared for further study and professional development.	306 308 310 498

**1D. Explain the manner in which learning goals are communicated to students and provide specific examples.**

Each core course syllabus enumerates learning goals associated with the class. Students are evaluated openly in relation to their progress on these goals and provided feedback on level of mastery in the course material. Sample syllabus from MGMT 306 (core class) is below. Incorporation of programmatic goals and a plan for communicating the programmatic goals to students will be a part of the further learning assurance development process described in 3A.

**MGT 306**  
**Organizational Behavior & Diversity**  
Fall 2011  
ASM 1068  
8:00-10:30 A.M. Wednesdays

**Instructor:** Robert G. DelCampo, Ph. D.  
**Office:** ASM 2128  
**Phone:** (505) 277-0018  
**Email:** delcampo@mgt.unm.edu  
**Line #:** 13219  
**Office Hours:** Wednesday 3:00-4:00 P.M. or by arrangement

**PURPOSE AND METHOD**

This course is designed to help you understand the behavior of people in business organizations. In showing you how to make well-reasoned decisions on "people" issues, we will focus on topics such as leadership, motivation, group dynamics, organizational change, organizational culture, and workforce diversity. The course covers organizational behavior issues that impact individuals, groups and the organization. Additionally, this course will:

- Offer a realistic perspective of what it means to manage and to lead
- Help you understand how to deal with, and ultimately manage, organizational change
- Help you to transform your professional identity from individual contributor to manager/leader
- Help you develop the skills necessary to develop effective relationships with a diverse range of individuals
- Help you understand the connection, and relevance, of organizational behavior and organizational effectiveness

Upon completion of this course, you should be able to:

- (1) Evaluate situations involving people in business organizations, and develop realistic solutions
- (2) Critically discuss the currently popular management techniques
- (3) Describe the incredible complexity of managing organizations
- (4) Understand what it takes to manage others
- (5) Be prepared to be an effective team member/leader in an organization



Learning in this class will be facilitated through the use of vehicles such as textbook readings, class discussion, exercises/activities, guest speakers, cases and lectures.

### **TEXTBOOKS:**

Robbins, S.P. & Judge, T.A. (2012). Essentials of Organizational Behavior (11<sup>th</sup> Edition). Prentice-Hall: Upper Saddle River, NJ.

A copy of the text for this course will be on reserve at Parish Library so that those who do not wish to purchase the text can complete their reading assignments in the library. While a large portion of the exam material is covered in class, the book is helpful and might be a wise purchase; however students can still perform quite well in the class using only the review copy at the library.

### **PERFORMANCE MEASURES and GRADING**

We all learn and express what we have learned differently. To this end, I strive to provide several different assessment tools to address each individual's strengths and help them improve their areas of weakness.

#### **INDIVIDUAL RESPONSIBILITIES**

**Exams (35% of total grade):** There will be three exams consisting of 25 multiple choice questions (50% of each exam grade) and 2 short essay questions (25% of the exam grade each). In the case of essay questions you will always be able to choose 2 questions from a group of 4 or 5. These exams will be designed for completion in a maximum of 2 hours; while some students might take more, I anticipate the overwhelming majority will take less time, in either case please try not to spend more than 2 hours completing the exam. Exams will address topics covered in class and will attempt to focus students on identifying, evaluating and presenting remedies to OB issues in practice (hence, I want to see how you apply the concepts, not just copy ideas out of the book). The class session preceding each exam will have a short review session and a 'study sheet' will be provided to focus the student's attention on the appropriate topics.

While multiple choice questions will be done in-class, essays are "take home" and distributed during the test period, they will be due in hard copy format at the beginning of the next scheduled class period.

**Class participation and preparation (15% of total grade):** While this is a subjective measure, I will try to standardize it as much as possible by tracking your attendance and productive participation in class discussions and activities. Several of the in-class activities will involve small group discussions. Also, arriving late to class causes a distraction and will hurt your participation grade, so please, be on time. Since there is a large interactive component to the course a large percentage of your grade is attributed to

participation, if you show up everyday, on-time and participate you should easily earn a passing grade.

**Kick-Start Activities/Quizzes (10% of total grade):** Approximately every week I will begin class with a kick-start activity designed to promote that day's topic and aid in discussion; occasionally, in place of the activities will be multiple choice pop quizzes that will test for knowledge of subjects in the reading assigned for that day. These quizzes will be given at various times during class (beginning, middle or end--another good reason to arrive on time). If a 'kick-start' activity is scheduled, everyone completing the activity/questionnaire will receive full points. We will have 11 activities or quizzes with the 10 highest grades counting toward the final average (you get to drop one, thus if you miss there will be no make-ups).

**Using "The Office" to concretize OB topics (20% of total grade):** Throughout class we will be highlighting scenes from the NBC program "The Office"; as a result, students are required to write a 3-5 page paper in which they answer questions about 2 episodes of their choice (chosen from "The Office" text) and perform in-depth analysis about how this episode demonstrates the stated topics. Creativity is encouraged however students must correctly identify OB topics and how this exposition can enhance learning. This assignment is to be completed individually and is due the last day of class.

### **GROUP RESPONSIBILITIES**

#### **Group Assignment-Organizational Analysis (20% of total grade):**

##### **Overview**

Think of your team as consultants. You will examine an actual organization of your choice and a problem (or set of related problems) that it is experiencing, diagnose the problem(s), and recommend a solution(s).

The main objectives of this assignment are to provide you with an opportunity to:

- (1) develop an in-depth understanding of an organization through case research
- (2) develop consultancy skills in data gathering, analysis, and communication

##### **Topics**

The focus of your case study can be an Organizational Behavior (OB) issue of interest to you (e.g., socialization, motivation, group processes, power and politics, organization design, leadership). If you are not sure if your topic qualifies, please ask me.

##### **Sources**

The boundaries are that of imagination. The possibilities include personal work experience, interviews with members of an organization,

questionnaires, observations of workplace behavior, analysis of organizational documents, trade journals, local newspapers, and the business press (e.g., *Business Week*, *Forbes*, *Fortune*, *Wall St. Journal*). Do not however use a “pre-packaged” case (e.g., from a text or casebook).

If you are concerned about the confidentiality of the company you select, it's OK to use a fictitious name.

### **Format**

(1) *Introduction*: Provide an overview of the company, its objectives, your interest in the company and related information

(2) *Description of Organization (and if Relevant, Department and Jobs)*: Provide enough detail so that the audience can get a sense of what the organization/department does, and how it is structured (e.g., who is in charge, how work moves through the unit).

(3) *Description and Analysis of Problem*: Together with the Recommendations, this is the meat of the presentation. The more rigorous and insightful the analysis, the better. Be explicit in linking your analysis to an OB model(s). But don't simply regurgitate the readings and lectures. Go beyond them and integrate what you have learned with ‘reality’.

(4) *Recommendations*: Depending on the problem and analysis, you may or may not decide to: (1) include and weigh alternatives, and (2) provide an implementation plan. Either way, commit yourself to a particular solution or set of solutions. Don't be afraid to be creative, however be sure to make REASONABLE recommendations (e.g., don't just say ‘give everyone a 40% increase in salary—where does that money come from?’)

(5) *Conclusion*: Summarize and close.

### **Pointers**

(1) Look for an interesting problem that will let you show off your team's insight and creativity, and the team's ability to really use the OB concepts.

Note: “Interesting” does not necessarily mean “complex.” The more complex the issue(s), the more difficult it is to handle well in one paper.

(2) You will no doubt discover that few truly interesting problems conform neatly to the topic boundaries in the course. Try, though, to keep the discussion *focused on one major topic* (or better yet, one major theory within a topic) and minimize the discussion of secondary issues. Attempts to cover everything end up covering nothing very well.

(3) OB models are essentially *general* as they apply to a wide range of organizations and people. Your case however is necessarily *specific*. Consequently, no model(s) may fully and adequately account for the particular events in your case. *Do not force the case to fit the model*. Instead, try to explain how the unique features in your case may modify or extend the model.

(4) A potential problem with basing a presentation on personal experience is that you may sound like you have an ax to grind. If you have had experience with the organization you select, try to be as *objective and impartial* as possible in analyzing the case. For example, put yourself in the shoes of other participants, interview people with other perspectives, try to stand back from the situation and see it as a neutral observer might, and critique your own actions and beliefs. It's OK to have strong feelings about a case: It's *not* OK to vent them.

(5) Make your recommendations fairly *specific*. There are bound to be real trade-offs and implementation difficulties inherent in your ideas. These drawbacks should be addressed. If the problem is *clearly* intractable (e.g., the owner is the problem), at least discuss how the situation *ought* to be in light of your analysis.

### ***GRADING AND PRESENTATION***

Each group (3-6 students) will present the information above at a certain point during the semester (week assignments will be made to insure a spread). Each group will not submit a paper per se, but instead create a comprehensive oral presentation that covers all the points indicated above. Please note that not only will the instructor be grading you but so will your peers—***KNOW YOUR AUDIENCE!***

Subscribing to the philosophy that 'we are all teachers and we are all learners', the grading of this assignment is designed to allow for 360-degree feedback in the following manner:

25%-Group Peer Evaluation: each member of each group will evaluate the quantity and quality of the contribution of all other group members

25%-Class Peer Evaluation: while presenting I will ask the class to evaluate each group along the prescribed guidelines (this makes it important for everyone to show up on presentation days, even if you are not presenting)

50%-Instructor Evaluation: traditional feedback will be provided on the assignment to constitute the remainder of the grade

In addition to the guidelines above each presentation should include (15-20 minutes at most—YOU WILL BE CUT OFF AFTER 20 MIN.):

- Overview of the organization you worked with, including mission statement, a brief overview of how and with whom the organization operates and how your task fits into their strategic vision, plan or day-to-day operations
- An in-depth presentation (entertaining too!) of what your group accomplished
  - Be concise, yet informative...choose the information you present wisely
  - What you took away from this project (personally and as a group)
    - Did you meet your initial goals?
    - Did you exceed your initial goals?

**NOTE: There is no paper due with this assignment—it is purely a presentation**

**Extra credit:** I may, periodically, give in-class assignments that will be cumulatively worth 2% toward your FINAL grade.

**Grade determination summary:**

Tests	35%
Class participation/preparation	15%
Quizzes	10%
Group Project	20%
“The Office” Paper	20%
<u>Extra credit</u>	<u>?????????</u>
Total	100%

90-100%.....	A
80-89%.....	B
70-79%.....	C
60-69%.....	D
< 59%.....	F

**TENTATIVE CLASS SCHEDULE**

Most class periods we will discuss the material covered in the chapter(s) and do a brief exercise or activity related to that material. (This is subject to adjustment as we move through the semester; you are responsible for keeping up with the class).

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading Assignment</b>
8/24	Wednesday	Intro/What is OB?	Chapter 1
8/31	Wednesday	Diversity	
9/7	Wednesday	Org. Culture/Socialization	Chapter 15
9/14	Wednesday	Attitudes/Job Satisfaction	Chapters 2
9/21	Wednesday	Exam I	
9/28	Wednesday	Emotions & Moods/Personality & Values	Chapters 3 & 4
10/5	Wednesday	Perception/Communication	Chapters 5 & 10
10/12	Wednesday	Motivation	Chapters 6 & 7
10/19	Wednesday	Exam II	

10/26	Wednesday	Groups/Teams	Chapters 8 & 9
11/2	Wednesday	Conflict, Power & Political Behavior	Chapters 12 & 13
11/9	Wednesday	Leadership	Chapter 11
11/16	Wednesday	Exam III	
11/23	Wednesday	NO CLASS-THANKSGIVING/PREP FOR PRESENTATIONS	
11/31	Wednesday	PRESENTATIONS	
12/7	Wednesday	PRESENTATIONS	

***ACADEMIC INTEGRITY and OTHER ISSUES***

Plagiarism or other academic dishonesty will result in a failing grade for the course and referral to the appropriate academic standards bodies on campus. Make up exams will not be allowed except in the face of unusual circumstances, and must be negotiated in advance. Any violation of the Student Code of Conduct will be taken very seriously and appropriate sanctions will be applied. Violations include: plagiarism, exam misconduct, etc. Please refer to the UNM Pathfinder for additional information:

<http://www.unm.edu/~sac/pathfind.html>.

***CELL PHONES and PAGERS***

I understand that many of us need our cell phones to stay connected to the outside world; I would appreciate it if you would please turn your phone/pager off or set it to “silent” or “vibrate” during class. I don’t answer mine, so to be fair, please don’t answer yours.

***ADA Statement***

Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

**1E. Describe the unit’s primary constituents and stakeholders.**

As the flagship business program in the state, stakeholders include business owners, community leaders, students, administration, faculty and the entire population of the state of New Mexico to some extent.

**1F. Provide examples of how satisfaction of the program goals serves constituents.**

Satisfaction of program goals creates a well educated, rational and ethical workforce for the state of New Mexico. This is a key driver of economic development and prosperity for an economy based primarily on small and start-up business.

**1G. Provide examples of outreach or community activities offered by the unit such as colloquia, conferences, speaker series, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives.**

Anderson's outreach and community activities fall into three broad categories. Many of these activities overlap for the various groups served. Assessment of their effectiveness is based on participation, feedback from participants, and where applicable level of funds raised.

Fundraising for student scholarships, student outreach activities and opportunities supported by the school for students to participate in academic and professional competitions:

- The 2012 Hall of Fame Awards Banquet "Night of Stars" was a huge success. It raised approximately \$50,000, sold 70 tables, and had 675 guests in attendance. This event raises funds for Anderson student scholarships.
- The Taste of Anderson fundraiser for the school's Rick and Debbie Johnson Marketing Center was a huge success and well attended by 200 plus guests at the Albuquerque Country Club.
- Anderson students continue to participate in local, national, and international competitions. This year's winning awards included the following:
  - Small Business Institute National Project of the Year Award – this is the first year Anderson's Small Business Institute student projects have placed in a national competition. The graduate team earned the 2<sup>nd</sup> place prize and the undergraduate team earned the 3<sup>rd</sup> place prize.
  - 1<sup>st</sup> place in the Rocky Mountain Regional Beta Alpha Psi Best Practices competition.
  - 1<sup>st</sup> place in the NASBA (National Association of State Boards of Accountancy) Center for the Public Trust National 'Ethics in Action' video competition.
  - Anderson student, Caroline Durbin, received the NCAA Academic All-American status.
  - Anderson students, Meena Lee and Damon Hudson, received the Clauve Outstanding Senior Awards in Spring 2013.
  - 1<sup>st</sup> place in American Petroleum Institute's "Adventures in Energy Case" Competition.
- Through the Daniels Fund grant, Anderson continues to develop and provide business education teaching resources, workshops, and programs on teaching business ethics; they also participate with student groups in competitions and recognition events for principle-based ethical leadership and practice. The student chapter of NASBA (National Association of State Boards of Accountancy) is the first such chapter west of the Mississippi.
- The highly successful UNM Technology Business Plan competition continued for the eighth year. This competition encourages UNM students to collaborate on teams that commercialize technology products developed at UNM, Sandia National

Laboratories, Los Alamos National Laboratory, and other organizations. The UNM Entrepreneurial Challenge continued for the third year. This competition provides support to new businesses which cannot be funded through conventional investment. Winning teams for these competitions received a total of \$55,000 in prize money to help the teams launch their businesses.

Career services activities to provide student networking opportunities and/or career coaching.

- Anderson's Career Services and the Anderson Alumni Association partnered for its Reality 101 Bagel Breakfast to provide students with an opportunity to meet and learn from Anderson alumni on what it is like in the "real world". The panel of five alumni met with approximately 50 students.
- During the fall 2012 semester, the Career Services Office developed relationships with employers seeking interns; with the increased number of internships that provide meaningful career experience, the program saw a 100% increase in total enrollment for internships for academic credit as compared to fall 2011.
- The Anderson School held a variety of career-related events for students. These included the Seventh Annual Native Career fair co-sponsored by Anderson and American Indian Business Association (AIBA). This event builds bridges with the Native American business community and allows Native and Non-Native organizations recruitment opportunities with Anderson students. The Career Services Office continued to sponsor career weeks and job fairs to give students the opportunity to network with employers, gain experience in interviewing, and learn how to prepare for a successful job search.

Community outreach which provides services to the community at-large about research and activities faculty are involved in to further education and provides experiential learning opportunities for students.

- UNM Anderson's Homecoming event was held at the Jackson Student Center. Anderson presented *Let's Talk Emotional Intelligence!* with Dr. Scott Taylor to over 75 alumni and friends. Following the talk, Anderson Alumni were invited to a special Anderson Alumni Reunion reception at Hodgkin Hall with approximately 40 alumni in attendance.
- An Alumni Regional Outreach event was held welcoming UNM President, Bob Frank and his wife Janet to the Dallas/Ft. Worth area alumni at the Dallas Country Club on November 1, 2012. There were 80 attendees at this event.
- The school co-sponsored with UNM Gallup's Bachelor and Graduate Programs an Anderson Alumni reception at the UNM Gallup Branch Campus in their new Student Services Technology Center (SSTC). Students from UNM Gallup's Culinary Arts Program provided the hors d'oeuvres and the Native American Student Association provided guests with tours of the UNM Gallup Campus from 4:30-5:30 pm.
- The school hosted a Dinner for 12 Strangers. This program is a great opportunity for alumni to connect with Anderson students, faculty and other alums over a casual dinner.



- The school sponsored a Women's Leadership Weekend Workshop at Hyatt Tamaya. This was a 3.5 day workshop. It was the first of its kind with 20 female CEO/Managers in attendance.
- The Alumni Regional Outreach Reception in Phoenix, AZ was well attended with approximately 75 alums. President Frank and his wife Janet came out to meet the area alums, along with Coach Davie, UNM Men's Football.
- In 2012-2013, Anderson continued to sponsor a variety of events for UNM faculty, students, staff, and the business community and provide them an opportunity to learn about the work of leading business experts. For the fifth year, Anderson hosted the Business-to-Business Breakfast Series through the generous sponsorship of Sibilla and George Boerigter. This year's speakers included Dan Burrell who discussed "Re-Making New Mexico's Largest Commercial Property Company and Real Estate Trends in 2012", Martin A. Kropelnicki speaking on "Fiscal Cliff or Fiscal Slope: A U.S. Government Conundrum.", and Susanne Bruyere who spoke on "Disability and Employment: Practices in Retention and Inclusion of People with Disabilities." The McKinnon Distinguished CEO Lecture Series continued with a presentation by Carlos Perea, Chairman of MIOX Corporation. The Anderson faculty and student organizations sponsored numerous speakers and panel discussions on a variety of topics related to research, business, and their areas of expertise.

## **Criterion 2. Teaching and Learning Curriculum**

- 2A. Provide a detailed description of curricula for each program in unit. Anderson does not provide any courses for the “general education component”. Include required and program-specific components for both the undergraduate and graduate components. Provide a brief justification for any programs that require over 120 hours for completion.**

Currently our BBA program requires 128 credit hours for completion. With the recent thrust from the University of New Mexico to move to 120 credit hours for undergraduate degrees we have recently begun to reevaluate the courses required for degree completion. While not yet complete, we envision reducing the number of elective courses required for our degrees in order to make them achievable on an 8-semester, 15-credits per semester schedule. We have been led in this charge by our accounting department, where they are working on a 150-credit hour (150 credits is the minimum to sit for the CPA exam) combined BBA/MACCT degree. Ideally students will be able to experience a broad common core, while still exposing them to all the functional areas of business. Currently, our BBA requires 6-credits of free elective that could easily be removed, leaving us with 122 credit hour program—the difficulty now comes in identifying how to either “double count” some NM common core courses or remove one course from the Anderson curriculum. With faculty input, we are confident this slimming of the curriculum can occur within the next year.

### **BBA**

The BBA program is a 128 credit hour program. Students apply to Anderson after completing the following pre-admission course work:

1. Writing and Speaking: ENGL 101, 102 and 219, Technical and Professional Writing or ENGL 220, Expository Writing.
2. Mathematics: MATH 121 (or 150) and 180 (or 162).
3. Physical and Natural Sciences: 7 credit hours, including one course with corresponding laboratory (designated L), from the Anderson core curriculum list.
4. Social Science and Behavioral Science: ECON 105, 106, 3 credit hours from either General Psychology (PSY 105) or Introduction to Sociology (SOC 101) and 6 additional credit hours selected from American Studies, Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology.
5. Humanities: 3 credit hours chosen from Anderson’s core curriculum course list. Note that the University of New Mexico core curriculum requires 6 credit hours of Humanities. Anderson requires students to complete the additional 3 credit hours as part of their upper-division requirements.
6. Fine Arts: 3 credit hours chosen to fulfill Anderson’s core curriculum requirement.
7. Second Language: 3 credit hours.
8. Management 202 (Principles of Financial Accounting).
9. One of the following statistics courses: STAT 145 or 245 or 345, or MGMT 290.

10. Students must complete CS 150L or must pass the CS 150L waiver exam, CS 149, administered by the Department of Computer Science. CS 150L and equivalent courses must have been completed within five years of the semester in which the student is seeking admission to the BBA Program. If more than five 5 years have elapsed, the student must complete the CS 149 waiver exam or repeat the course (no credit for repeating the course).

Pre-admission total: 52 credit hours or 55 credit hours with CS 150L.

Students complete the following core courses and must achieve a “C-“ or better in all core courses.

MGMT 300 Operations Management 3  
MGMT 303 Managerial Accounting 3  
MGMT 306 Organizational Behavior and Diversity 3  
MGMT 308 Ethical, Political and Social Environment 3  
MGMT 310 Legal Issues for Managers 3  
MGMT 322 Marketing Management 3  
MGMT 326 Financial Management 3  
MGMT 328 International Management 3  
MGMT 398 Career Management Skills 1  
MGMT 450 Computer-Based Information Systems 3  
MGMT 498 Strategic Management\* 3  
Total Anderson School Core\*\* 31

To graduate student must complete the following requirements:

1. Completion of all pre-admission requirements and admission to the Anderson School.
2. Completion of a minimum of 128 credit hours, excluding Introductory Studies courses, Business Education/Secretarial Science courses and Business Technology courses. A maximum of 1 credit hour of Physical Education may be applied toward the BBA A grade of “C” or better is required in all pre-admission course work. A minimum grade of “C-” is required in all Anderson School core and concentration courses. A minimum grade of “C” (not C-) is required in the upper-division Humanities course.
3. Completion of a minimum of 24 credit hours in residence at the Anderson School.
4. Completion of the following course requirements:  
Hours  
Pre-admission course work including CS 150L 55(1,2)  
Anderson School Core 31  
Upper-Division Humanities 03  
Concentration and Free Electives 39(3)  
Total degree requirements 128
5. Application for graduation in the semester prior to a student’s final semester.  
Applications are available online at the ASM Web site.

Footnote:

- (1) Students who elect to take the CS 150L waiver exam will have 52 pre-admission credit hours and must make up the 3 credit hour difference within their concentration and free electives course work.
- (2) BBA students pursuing an IFDM concentration must also complete the IFDM lower-division course work (12 cr.). See also Interdisciplinary Undergraduate Studies.
- (3) See your Anderson advisor about specific concentration and free electives requirements. In addition, a minimum of one-half of your core and concentration requirements must be completed in residence at Anderson.

The Anderson School offers 11 concentration options for BBA students. They are described in detail at <http://catalog.unm.edu/catalogs/2013-2014/colleges/management/undergrad-dept/concentrations.html>.

### **3-2, Graduate Program Description**

The Anderson School's 3-2 Program allows students completing an undergraduate degree outside the Anderson School to begin their MBA studies early. It is recommended that students complete Business Calculus and Microeconomics before applying. For the first three years of university studies, the student pursues a normal program of undergraduate work. During the junior year (90 credit hours) of academic work, the student applies for admission to the MBA program of the Anderson Graduate School. Students must not take any management classes prior to their acceptance into this program with the exception of MGMT 113. In the senior year of academic work, the student begins the first year of the MBA program and also completes the requirements for a bachelor's degree in the undergraduate field using their graduate work to complete a business minor. In the final year of study, the student completes the second-year requirements and electives of the MBA program. Additional details can be found at "The Shared-Credit Degrees Program", <http://catalog.unm.edu/catalogs/2013-2014/colleges/management/graduate-dept/index.html>

### **MBA**

The minimum requirements for unconditional admission to the MBA and M.Acct. are (1) a G.P.A. of 3.0 for the last 60 credit hours of college course work including any post baccalaureate work; and (2) a score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or (2) a Graduate Record Examination (GRE) score that is deemed to be greater than or equivalent to 500 on the GMAT using a conversion tool available from the Anderson School advisement office.

The general MBA core consists of 10 courses (30 credit hours), as follows:  
MGMT 501 Statistical Analysis for Management Decisions  
MGMT 502 Accounting and Management Information Systems I  
MGMT 504 Microeconomics for Managers  
MGMT 506 Organizational Behavior and Diversity  
MGMT 508 Ethical, Social, Political and Legal Environment  
MGMT 511 Technology Commercialization and the Global Environment

MGMT 520 Operations Management  
MGMT 522 Marketing Management  
MGMT 526 Financial Management  
MGMT 598 Strategic Management

All MBA students must complete these 10 courses. Students who have recently completed a BBA from the Anderson School of Management or at a comparable AACSB-accredited program may request waivers for some core courses, with the exception of MGMT 598, which all students must take as a capstone course. In addition to these 10 courses (30 credit hours), all students must complete an additional 18 credit hours of combined concentration and/or elective courses. All students, including those waiving some core courses, must complete a minimum of 33 graduate credit hours. Of these, 12 credit hours may be transferred from an approved graduate program offered by another university. Approved universities include AACSB accredited business schools, as well as international business schools with which UNM has a current written exchange agreement. Students are expected to maintain a 3.0 GPA and must have a 3.0 GPA at graduation. The MBA program may be completed on a full-time or part-time basis. For many students whose professional commitments preclude full-time study, pursuing an MBA on a part-time basis is a viable option. Late afternoon and evening classes are offered to accommodate the needs of working students.

Students can pursue the following dual degree options. For information on the J.D./MBA, MBA/M.A. in Latin American Studies, MBA/Engineering, and Pharm.D./MBA dual-degree programs see the MBA Program Manager, the Admissions Manager at the School of Law, the School of Engineering, the Latin American Studies Program Advisor, and the College of Pharmacy.

The Anderson School offers 11 concentration options for MBA students. They are described in detail at <http://catalog.unm.edu/catalogs/2013-2014/colleges/management/graduate-dept/mba-concentrations-pgm.html>.

## **MACCT**

The minimum requirements for unconditional admission to the MBA and M.Acct. are (1) a G.P.A. of 3.0 for the last 60 credit hours of college course work including any post baccalaureate work; and (2) a score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or (2) a Graduate Record Examination (GRE) score that is deemed to be greater than or equivalent to 500 on the GMAT using a conversion tool available from the Anderson School advisement office.

The Master of Accounting degree offers four concentrations. All concentrations are a 33 credit hour program of study. Additional details regarding the MACCT programs can be found at <http://catalog.unm.edu/catalogs/2013-2014/colleges/management/graduate-dept/master-acct-pgm.html>

## **Advanced Accounting**

This concentration is designed for individuals who have already earned a BBA with a concentration in accounting. The Advanced Concentration consists of a minimum of 15 credit hours of graduate accounting courses and a maximum of 24 credit hours of graduate accounting coursework of which no more than 6 credit hours may be in taxation, plus a minimum of 9 credit hours of non-accounting electives at the graduate level.

**Course requirements:** Students must choose between 15-24 credit hours of accounting coursework from the following: MGMT \*546, 548, \*549, 550, \*559, 594 (special topics in accounting only), 640, 641, 642 and 643 and not more than 6 credit hours of accounting coursework can come from the following tax courses: MGMT \*542, \*543, 547, 590, 591, 592, 593. Accounting coursework should not exceed 24 credit hours.

\*If students have taken the undergraduate equivalent of any graduate course, they may not repeat the course for credit at the graduate level. The GMAT/GRE is waived for students who have an undergraduate major in accounting from an AACSB-accredited school with a minimum of a 3.25 GPA in both upper-division classes and accounting classes. Students must fulfill all other admission requirements.

### **Information Assurance**

This concentration is designed for individuals who have already earned a BBA with a concentration in accounting, and who wish to pursue advanced studies in attesting to and ensuring the integrity of financial information. This concentration consists of a minimum of 15 credit hours of graduate level accounting coursework, and a maximum of 24 credit hours of graduate accounting coursework, plus a minimum of 9 credit hours of non-accounting classes.

**Course requirements:** Students must complete the following courses: MGMT 642 (accounting) and 636 (non-accounting), at least 6 credit hours of accounting coursework from the following courses: MGMT 549, 594 (internal audit), 640, 641 provided they have not taken the undergraduate equivalent, and at least 3 credit hours of non-accounting coursework from the following courses: MGMT 637, 646, 647, 648 and 649. Students not meeting the overall concentration requirements with the above classes can do so with additional graduate accounting and non-accounting courses in consultation with the concentration advisor.

The GMAT/GRE is waived for students who have a BBA from an AACSB-accredited school with a minimum of 3.25 GPA in all upper-division coursework. Students granted the waiver must also attend the Anderson School Writing workshop. Students must fulfill all other admission requirements.

### **Professional Accounting**

This concentration is designed for individuals who have a non-accounting undergraduate degree and wish to enter public accounting as a certified professional. The Professional Concentration requires two prerequisites consisting of an introductory financial accounting course, and an introductory managerial accounting course prior to admission

in the program and consists of 27 credit hours of specified graduate accounting coursework, plus 6 credit hours of specified graduate non-accounting coursework.

**Course requirements:** Students may complete the two prerequisites by taking MGMT 502 and MGMT 503. Students should visit with the accounting faculty advisor about other coursework that may satisfy the prerequisite requirements. Students must complete the following courses: MGMT 540, 541, 542, 543, 544, 546, 549, 550, 559, 640 or 643<sup>(1)</sup>, and 626<sup>(2)</sup>.

<sup>(1)</sup> Students must complete either MGMT 640 or 643.

<sup>(2)</sup> Students must visit with the accounting faculty advisor and request written approval for alternate graduate coursework that may satisfy the MGMT 626 requirement. Students who have completed MGMT 326 at Anderson at the undergraduate level should not take MGMT 626 and must visit with the accounting faculty advisor about which graduate course to take instead of MGMT 626.

The GMAT/GRE is waived for students who have a BBA from an AACSB-accredited school with a minimum of 3.25 GPA in all upper-division coursework. Students granted the waiver must also attend the Anderson School Writing workshop. Students must fulfill all other admission requirements.

### **Tax Accounting**

This concentration is designed for individuals who have already earned a BBA with a concentration in accounting wishing to pursue advanced studies in taxation. The Tax Concentration consists of a minimum of 15 credit hours of graduate level taxation classes and up to an additional 9 credit hours of graduate level accounting and/or taxation classes, plus a minimum of 9 credit hours of graduate level non-accounting electives.

**Coursework:** Students must choose a minimum of 15 credit hours of tax accounting coursework from the following tax courses: MGMT \*542, \*543, 547, 590, 591, 592, 593 and 594 (special topics tax courses only). For additional accounting coursework, students may choose a maximum of 9 credit hours from the following accounting courses: MGMT \*546, 548, \*549, 550, \*559, 594 (special topics in accounting only), 640, 641, 642 and 643. Accounting coursework should not exceed 24 credit hours.

\*If students have taken the undergraduate equivalent of any graduate course, they may not repeat the course for credit at the graduate level. The GMAT/GRE is waived for students who have an undergraduate major in accounting from an AACSB-accredited school with a minimum of a 3.25 GPA in both upper-division classes and accounting classes. Students must fulfill all other admission requirements.

### **EMBA**

The Executive MBA program (E.MBA) is an intensive, twenty-five month course of study designed specifically for experienced business professionals who wish to enhance their managerial acumen, accelerate their career progression or pursue new opportunities. Because classes meet every other weekend, executives, professionals, middle managers

and entrepreneurs are able to earn their master's degree without interrupting their careers. Classes are held every other weekend on Fridays from 1:00-6:00pm and Saturdays from 8:00am-1:00pm. Classes meet on the University of New Mexico's main campus.

Participants complete a lock-step curriculum consisting of 48 credit hours, with an emphasis on strategic management within the global economy. The curriculum is updated on a regular basis to reflect current business practices and is therefore subject to change. Faculty are drawn from the senior ranks of the Anderson School and are selected for their ability to challenge adult students and to facilitate the exchange of ideas and interaction in the classroom. A variety of teaching formats are used including the case method, group projects and peer learning through formal study teams. E.MBA classes are limited to E.MBA program participants.

The E.MBA program sets its own all-inclusive fee each year to include tuition, books, parking, refreshments and complete administrative support. Payments are prorated over the (7) seven semesters of the program; student loans are available. The only additional cost is for participation in the optional, 10-day residency abroad.

The E.MBA program starts once each year in late June with a mandatory, two-day orientation. Applications are accepted year-round on a rolling admissions process. Candidates must have at least five years of significant work experience (managerial, supervisory, budgetary or project management) and hold an undergraduate degree in any field.

**Coursework:** Courses are the following: MGMT 700, 701, 702, 703, 704, 706, 707, 708, 711, 712, 720, 722, 726, 728, 751, 794, and 798. Course descriptions can be found at <http://emba.mgt.unm.edu/learn-more/executive-mba-curriculum.asp?mm=masters>

**2B. Describe the contributions of the unit to other internal units within UNM, such as common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses.**

Many undergraduate students from other units complete a minor in business and three tracks are available: Minor in Management (general business minor), Minor in International Management, and Minor in Marketing Management. Each of the programs is described at <http://catalog.unm.edu/catalogs/2013-2014/colleges/management/undergrad-dept/minors.html>. Resource constraints in class capacity, both in terms of faculty and space resources, hamper Anderson's ability to effectively serve all students interested in completing a business minor while ensuring students enrolled in Anderson can complete their degrees in a timely manner. This also affects our ability to serve the following programs which include Anderson courses as part of their curriculum.

Construction Management (B.S.CM.)

- MGMT 202, 300, 303, 310, and 1 management elective

Technology & Training (B.S.)



- MGMT 113, 306, 307, and 362

Organization, Information, and Learning Sciences

- MGMT 113, 306 and 307

Arts Management (Minor only)

- Arts Development – MGMT 113, 202, 303, and 324
- Arts Organizational Mgmt. – MGMT 113, 202, 303, 306, 324, 464
- Community & Public Arts – MGMT 202
- Arts Entrepreneurship – MGMT 202, 324, and 495
- Arts Business – MGMT 113, 202, 303, 324, 464, and 495

The following graduate programs include the courses below in their programs.

Public Administration (M.P.A.) – these are elective courses

- MGMT 463, 506, 564

Nanoscience and Microsystems Engineering (M.S., PhD)

- MGMT 511, 513, 514, and 516

**2C. Describe the modes of delivery used for teaching courses.**

Anderson faculty utilize a variety of methods for delivering courses based on the objectives and goals of each course. Faculty are progressive in their delivery methods including web enhancement, online delivery and other mixed models in addition to traditional face-to-face classroom interaction.

### **Criterion 3. Teaching and Learning: Continuous Improvement**

**3A. Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.**

Assessment of the learning goals outlined in 1.C. is completed by faculty as outlined below. In brief, the Anderson School of Management has developed a rich set of assessment activities over the past few years. After a three-year process, we have completed a curriculum review and made changes to our Master of Business Administration program and plan to implement a revised curriculum in Fall 2014. This new curriculum is a result of external competitive analysis and internal discussion. While some metrics have been established, please note that some assessment tools are still in development given the infancy of the new graduate curriculum. Overall, Anderson has a strong history and rich data to analyze:

- Course based student-learning outcomes (SLOs)
- Programmatic learning goals (on a course-by-course basis)
- Broad learning objectives such as teamwork skills, verbal and written communication


We realize that it is necessary to assess programmatic learning in a more holistic sense and are working to identify the most effective and efficient model. Currently we are reviewing the model used by our Accounting Department (see Appendix 2) that assesses student-learning both directly (skills-based test) and indirectly (CPA pass rates, placement rates).

In sum, the current assessment cycle progresses as follows:

- In each core course, course-level SLOs are evaluated via a multiple-choice test (administered via a centralized system or embedded questions—at the instructor's discretion) and scores are collected centrally.
- Scores are reported to the group of instructors teaching a given core course who meet each semester and assess the results. Instructors (as a group) identify potential changes in each course and complete the attached "Closing the Loop Form" to document changes in the delivery of the course. The process is conducted each semester.
- Program learning goals (see curriculum map, 1.C.) are assessed in a similar fashion and are evaluated by groups of faculty similarly.
- For certain program learning goals (specifically, team work, verbal and written communication), subject matter experts (Graduate Students from Communication and

Journalism and English) are employed to evaluate students given the rubrics attached. Currently, our instructors are collaborating with these graduate students to develop new rubrics that might better match the assessment of our specific learning goals. Until that time we will continue to use the rubrics included with this report.

Below is a summary table of the results since Fall 2010 of “LAT” or Learning Assurance Test results. The “Closing the Loop” form which is used by faculty to evaluate results and adjust courses accordingly follows the results.

								
Management Specific Learning, Graduate: Goals 1-3								
		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Goal	Course	% Correct	% Correct	% Correct	% Correct	% Correct	% Correct	% Correct
1	Stat./501	77.27%		72.20%	63.33%	72.00%	76.20%	76.15%
1	Acct./502	79.41%						Pending
1	Econ./504		65.96%		54.59%	48.69%		Pending
1	Org. Beh./506					72.25%	69.73%	69.17%
2	Ethics/508	76.90%	73.60%	71.50%		74.80%	67.39%	Pending
2	Tech. Comm./511					63.48%	76.83%	96.64%
1	Oper./520	81.43%	60.13%				77.04%	89.60%
1	Mktg./522			67.90%	68.00%	71.00%	65.90%*	87.20%
3	Financial Mgmt./526		74.47%	79.49%			86.20%	85.82%
1	Strat./598	71.10%	82.70%			75.90%	86.80%	77.80%
Goals:	1) Management Functional Knowledge: Graduates have a broad knowledge of functional management areas including accounting, finance, marketing, operations management, organizational behavior, and quantitative methods. 2) Management Perspective Knowledge: Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics. 3) Management Integrative Knowledge: Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.							

### Management Specific Learning, Undergraduate: Goals 1-3

		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Goal	Course	% Correct	% Correct	% Correct	% Correct	% Correct	% Correct	% Correct
1	Acct./202	76.78%	79.91%	83.18%	83.90%	82.83%	84.69%*	80.94%
1	Oper./300	85.20%	82.31%	82.27%	88.86%	90.18%	86.95%*	77.20%
1	Acct./303				74.16%	67.00%	67.04%*	Pending
1	Org. Beh./306		89.10%			83.97%	Team assessment completed this semester	Pending
2	Ethics/308	69.50%	66.07%		77.61%	77.10%	75.29%	78.28%
2	B. Law/310		79.90%			74.60%	88.91%	77.98%
1	Mktg./322	74.50%	70.22%	72.48%	69.22%	72.50%	77.09%	69.95%
1	Fin./326		71.36%	68.50%	73.57%	73.56%	60.12%	Pending
3	Intl. Mgmt./328		69.24%	79.33%	83.22%	58.57%	71.31%	87.62%*
1	MIS/450	93.63%	90.75%	77.63%	85.20%	84.40%	83.67%	83.30%
3	Strat./498	71.59%	86.27%	76.52%	79.69%	87.09%	81.5%*	84.03%

- Goals:
- 1) Management Functional Knowledge: Graduates have a broad knowledge of functional management areas including accounting, finance, marketing, operations management, organizational behavior, and quantitative methods.
  - 2) Management Perspective Knowledge: Graduates have a broad knowledge of the environment in which businesses operate including specific knowledge of business law, diversity, economics, and ethics.
  - 3) Management Integrative Knowledge: Graduates are able to integrate functional and perspective knowledge in areas that include global issues, strategy, and technology.

## **ASSURANCE OF LEARNING**

### **CLOSING THE LOOP FORM**

As a condition of our accreditation, the AACSB requires that Anderson perform a learning outcomes assessment. As part of this process, we need to “close the loop” wherein we assess the data collected, attempt to interpret it and strategize about different approaches to change our delivery or course structure in the coming semesters. Please complete this form for each core course in order for us to internally document this process and provide a record should we ever be called upon to provide documentation of this process.

**CORE COURSE #**

**COURSE TITLE**

**DATE**

**DEPARTMENT**

**INSTRUCTORS INVOLVED IN THIS DISCUSSION:**

**Provide a brief overview and explanation of Learning Assessment Test (LAT) results**

(i.e., 72% of students performed well on questions about breakeven analysis as we added content to MGT 303 to reinforce this concept, etc.)

**Brainstorm possible methods/changes to content/delivery to improve future performance. List a few options below.**

**What will you do differently the next time this course is taught to improve the student experience/learning.**

Critical thinking skills and written communication skills are assessed primarily in Anderson’s undergraduate and graduate capstone courses (498, 598); assessments of student’s written projects occurs periodically in other core courses. The assessment is completed by a English Ph.D. student who is hired by Anderson for this purpose. This same student facilitates writing workshops every semester that are open to all Anderson students. The focus of the workshops is to review the type of written projects students will be expected to complete in Anderson courses and has been developed in coordination with Anderson faculty to cover relevant topics and genres of business communications. Over the past 2 semesters, the English Ph.D. student has been working with Anderson faculty to develop a more iterative assessment process so course syllabi and class projects align the course objectives and assessment rubrics more effectively. The current rubrics are below, and we expect these will be updated in Spring 2013 based on the results of this process.

**Presentation Rubric**

Evaluating Student Presentations					
Developed by Information Technology Evaluation Services, NC Department of Public Instruction					
	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

Name: Caroline McCullen

## Written Communication Rubric

	<b>0 – Unsatisfactory</b>	<b>1 -- Satisfactory</b>	<b>2 -- Superior</b>	<b>Score</b>
<b>Organization &amp; Development of Ideas</b>	<ul style="list-style-type: none"> <li>▫ No, or poorly communicated, introduction</li> <li>▫ No clear thesis</li> <li>▫ Little or no logical connection from one idea to the next</li> <li>▫ Basic or little understanding of topic.</li> <li>▫ Little evidence of author’s original thinking.</li> <li>▫ Conclusion (when needed) absent or perfunctory</li> </ul>	<ul style="list-style-type: none"> <li>▫ Introduction implies but does not clearly state thesis, purpose and/or organization of paper</li> <li>▫ Thesis present but not fully developed</li> <li>▫ Generally thoughtful development of argument with some gaps in logic or reasoning.</li> <li>▫ Competent understanding of topic.</li> <li>▫ Some evidence of author’s original thinking</li> <li>▫ Conclusion (when needed) briefly summarizes paper but does not tie it into a coherent whole.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Clear introduction states thesis, purpose and organization of paper</li> <li>▫ Thesis clear and well-developed</li> <li>▫ Logical arguments and analysis are easy to follow</li> <li>▫ Thorough understanding of topic.</li> <li>▫ Significant evidence of author’s original thinking (e.g. persuasive synthesis of information)</li> <li>▫ Conclusion (when needed) is clear and comprehensive.</li> </ul>	
<b>Tone &amp; Word Choice</b>	<ul style="list-style-type: none"> <li>▫ Tone overly informal.</li> <li>▫ Incorrect/inappropriate word choice often interferes with communication</li> </ul>	<ul style="list-style-type: none"> <li>▫ Tone generally professional.</li> <li>▫ Word choice generally correct/appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Tone consistently professional.</li> <li>▫ Word choice precise, correct and appropriate.</li> </ul>	
<b>Spelling &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>▫ Frequent errors (average 3 or more per page)</li> <li>▫ Errors interfere with communication</li> </ul>	<ul style="list-style-type: none"> <li>▫ Occasional errors (average 1-2 per page)</li> <li>▫ Errors do not substantially interfere with communication</li> </ul>	<ul style="list-style-type: none"> <li>▫ Very few errors (av. fewer than 1 per page)</li> <li>▫ Errors do not interfere with communication</li> </ul>	

	<b>0 – Unsatisfactory</b>	<b>1 -- Satisfactory</b>	<b>2 -- Superior</b>	<b>Score</b>
<b>Grammar, Sentence &amp; Paragraph Structure</b>	<ul style="list-style-type: none"> <li>▫ Sentences regularly contain grammatical errors or other problems that interfere with communication</li> <li>▫ Many paragraphs do not contain a topic sentence</li> <li>▫ Paragraphs generally lack focus</li> <li>▫ Quotations are often irrelevant</li> <li>▫ Quotations often interrupt the flow of writing</li> </ul>	<ul style="list-style-type: none"> <li>▫ Sentences are generally grammatically correct but occasionally awkward</li> <li>▫ Most paragraphs contain a topic sentence</li> <li>▫ Paragraphs generally focused and coherent.</li> <li>▫ Quotations generally add value</li> <li>▫ Quotations occasionally interfere with flow of writing.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Sentence structure makes paper easy to read</li> <li>▫ Each paragraph contains a topic sentence</li> <li>▫ Paragraphs are focused and coherent</li> <li>▫ Quotations add value</li> <li>▫ Quotations are integrated seamlessly.</li> </ul>	
<b>Sources &amp; References</b>	<ul style="list-style-type: none"> <li>▫ Sources for facts, quotations and ideas not properly indicated.</li> <li>▫ Sources do not support the author's points.</li> <li>▫ Too few sources used.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Where appropriate, sources for most facts, quotations and ideas are properly indicated.</li> <li>▫ Sources generally support the author's points.</li> <li>▫ More or a greater variety of sources should be used.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Where appropriate, sources for all facts, quotations and ideas are properly indicated.</li> <li>▫ Sources consistently support author's points.</li> <li>▫ Appropriate variety of sources.</li> </ul>	
				Total:

Source: Montana State University



## CRITICAL THINKING RUBRIC

	Needs work (0)	Average (1)	Accomplished (2)	Score
<b>Assimilate</b>	<ul style="list-style-type: none"> <li>⊗ Fails to include relevant information</li> <li>⊗ Includes excessive irrelevant information</li> <li>⊗ Misinterprets or mischaracterizes information</li> <li>⊗ Fails to include or is confused by information from a variety of viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Includes some relevant information</li> <li>⊗ Minimal amount of irrelevant information</li> <li>⊗ Generally interprets information accurately</li> <li>⊗ Includes some disparate and potentially conflicting information from a variety of viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Includes most relevant information</li> <li>⊗ Does not include irrelevant information</li> <li>⊗ Consistently interprets information accurately</li> <li>⊗ Effectively includes disparate and potentially conflicting information from a variety of viewpoints</li> </ul>	
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>⊗ Demonstrates no or little independent/creative thought</li> <li>⊗ Is unable to or superficially uses general principles to create reasonable solutions and/or predictions</li> <li>⊗ Is unable to or superficially uses specific examples to support analysis</li> <li>⊗ Does not evaluate alternative perspectives (e.g., functional, short/long term, strategic/tactical, internal/external)</li> <li>⊗ Exhibits close-mindedness or hostility</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Demonstrates some independent and creative thought</li> <li>⊗ Limited use of general principles to create reasonable solutions and/or predictions</li> <li>⊗ Limited use of specific examples to support analysis</li> <li>⊗ Some evaluation of alternative perspectives (e.g., functional, short/long term, strategic/tactical, internal/external)</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Consistently demonstrates independent and creative thought</li> <li>⊗ Effectively uses general principles to create reasonable solutions and/or predictions</li> <li>⊗ Effectively uses specific examples to support analysis</li> <li>⊗ Effectively evaluates alternative perspectives (e.g., functional, short/long term, strategic/tactical, internal/external)</li> </ul>	
<b>Conclude</b>	<ul style="list-style-type: none"> <li>⊗ No decision</li> <li>⊗ Decision not based on or only superficially based on sound evidence and prior evaluation</li> <li>⊗ Decision not supported with persuasive arguments</li> <li>⊗ Does not acknowledge other potential outcomes</li> <li>⊗ Decision based on biased information/reasoning</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Irresolute decision</li> <li>⊗ Decision somewhat based on sound evidence and prior evaluation</li> <li>⊗ Decision somewhat supported with persuasive arguments</li> <li>⊗ Acknowledges other potential outcomes, does not effectively persuade they are less desirable</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Clear decision</li> <li>⊗ Decision clearly based on sound evidence and prior evaluation</li> <li>⊗ Decision clearly supported with persuasive arguments</li> <li>⊗ Effectively persuades that other potential outcomes are less desirable</li> </ul>	

Source: Montana State University



UNM

ANDERSON SCHOOL  
of MANAGEMENT

**Undergraduate Results**

**Critical Thinking:** Goal - Graduates have critical thinking skills, suitable to entry-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.

Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Score, 1-6	Total Score, 1-6	Total Score, 1-6	Total Score, 1-6
3.4	3.4	3.2	3.0

**Written Communication:** Goal - Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.

Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Score, 1-10	Total Score, 1-10	Total Score, 1-10	Total Score, 1-10
4.6	6.0	4.7	5.5

**Oral Communication:** Goal - Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.

Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Score, 1-5	Total Score, 1-5	Total Score, 1-5	Total Score, 1-5
3.8	4.0	5.0 for group; 4.75 for individuals	3.7

**Team Skills:** Goal: Graduates have experience in completing complex managerial tasks as a team member.

Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Score, 1-5	Not evaluated	Tracked individual rubrics, see below	Not evaluated
4.5			
Fall 2012	Attendance – 44.10%	Establishing and Documenting Goals – 53.50%	Accountability for Results – 48.00%
Team Cohesion – 53.20%	Communication – 60.60%	Team Decision Making – 47.20%	Adjusting – 61.40%
Team Assessment – 58.30%	Timely Submission of Work – 58.30%	Leadership – 38.60%	Managing Conflict – 49.60%



UNM

ANDERSON SCHOOL  
of MANAGEMENT

**Graduate Results**

**Critical Thinking:** Goal - Graduates have critical thinking skills, suitable to entry-level management positions, which enable them to find and classify relevant information, generate alternatives, prioritize decision-making criteria, and generate and justify appropriate decisions.

Fall 2011

Total Score, 1-6

4.4

**Written Communication:** Goal - Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.

Fall 2011

Total Score, 1-10

5.9

**Oral Communication:** Goal - Graduates have requisite oral and written communication skills for typical business communication scenarios including correspondence, reports, presentations, and interaction with internal and external constituents.

Fall 2011

Total Score, 1-5

3.7

**3B. Provide evidence of actions taken to improve programs based on the assessment process.**

Samples of the types of actions faculty plan to take based on information provided for the past year are provided below.

MGMT 202: 1. More in-class practice with short, quantitative, multiple choice questions stressing the mistakes and distractor information that could be present. This should reinforce the basic formulas tested, as well as give them insight as to common mistakes to avoid. It may also make them more comfortable with multiple choice questions which are 20-40% of any exam.

2. In-class exercises should be designed not only on statement preparation, but also use and explanation of the numbers to reinforce application.

MGMT 520: 1) Have both sections give the same LAT. Re-examine the topics and questions showing poor performance, particularly question wording.

2) Adding computational questions to LAT to address comprehension of examples and assignments done during the semester. About 5 computational questions.

3) More peer discussion during class following iClicker usage.

4) More emphasis on interpretation of the wording of problems. Vocabulary work. How to read questions.

1) iClickers in face to face sections.

2) New videos on how to do math concepts for both online and face to face.

3) Emphasize the managerial implication of EOQ model more

Reilly White

Department of Finance, International, Technology & Entrepreneurial (FITE)

**Fall Semester, MGMT 526: LATs (White)**

I taught 2 sections of MGMT 526 in Fall 2013, with a total of 50 students.

Course Learning Objective	Linkage to Program Learning Goals	Skill and Knowledge Assessed	#of Students Attempting	# Correct	% Correct
I. Corporations and Tax Policy	- Managerial Decision making: Incorporation	A.) Corporate Divisions B.) Tax Policy	50	43	86%
II. Ratio Analysis	-Problem Solving	A.) Financial Ratio Calculation	50	43	86%
III. The Law of One Price and International FX Markets	- Understanding Markets - Managerial Decision making: Hedging	A.) The Law of one Price B.) Arbitrage C.) FX Markets	50	44	88%
IV. The Time Value of Money	-Problem Solving -Financial Decision Toolkit	A.) PV and FV	50	45	90%
V. Interest Rates	-Risk and Returns Decisions	A.) Yield Curves B.) The Federal Reserve C.) Mortgage Calculation	50	42	84%

VI.	Bond Valuation	-Problem Solving -Investment Decisions	A.) Fixed Income Securities B.) Pricing Bonds	50	45	90%
VII.	Stock Valuation	-Problem Solving - Investment Decisions	A.) Gordon Growth Model B.) Multistage Growth Model	50	44	88%
VIII.	Capital Budgeting	-Problem Solving -Financial Decision Toolkit	A.) NPV B.) IRR C.) MIRR D.) Payback & Discounted PB	50	46	92%
IX.	Weighted Average Cost of Capital & Optimal Portfolio Choice	- Managerial Decision making: Investment Portfolios	A.) Security Market Line B.) CAPM C.) WACC D.) Mutual Funds, ETFs, and other Investments	50	42	84%
X.	Current Financial Affairs	-Group Interaction -Real-World Application -Critical Thinking	A.) Financial Policy and the World	50	36	72%
XI.	Behavioral Finance	-Real-World Application -Investment Decisions	A.) The Psychology of Investing	50	42	84%

### **Instructor's Assessment**

Overall, I am pleased with the students' mastery of core concepts. However, I would like to increase the overall difficulty in many of the core concepts, also including greater group interaction. In my next iteration of this course, I will pursue the following improvements:

- 1.) More on Foreign Exchange Markets and Test on understanding of Arbitrage;
- 2.) More difficult and in-depth approach to Bond Valuation, including more emphasis on topics such as Diluted EPS and Convertibles;
- 3.) Greater emphasis on 'Current Financial Affairs' in every test, focusing on decision making where the outcome is ambiguous/uncertain
- 4.) More writing emphasis and critical thinking for all objectives.
- 5.) Improved time management during course periods
- 6.) Gradual replacement of Pearson Homework to Instructor-generated Homework

At the graduate level, the focus of this course should be on decision-making skills. Theoretical and applied concepts are taught in tandem, with significant examples of each given throughout each lecture.

The summary from the Spring 2011 BBA/MBA Program curriculum review is included as Appendix 3. The programmatic curriculum committees used aspects of this report as the basis for further work and implementation of programmatic changes in both curriculum and learning assessment.

The Learning Assessment Test question bank is included as Appendix 4.

## Criterion 4: Students (Undergraduate and Graduate)

### 4A. Provide information regarding student recruitment and admissions including transfer articulation.

The recruitment plan for 2013/2014 is attached in Appendix 5. Business schools statewide participate in an articulation agreement that is revisited twice per year. Anderson has been a key contributor and details of the consortium and arrangements can be viewed at: <http://business.nmsu.edu/administration/articulation/>

### 4B. Provide an analysis of enrollment trends, persistence and graduation trends.

#### BBA applicants admitted & enrolled

	SP2007	SU2007	FA2007	SP2008	SU2008	FA2008	SP2009	SU2009	FA2009	SP2010
<b>BBA Applicants</b>	284	153	291	255	90	247	268	117	286	284
ADMITTED	169	96	257	206	84	226	213	108	241	185
ADMITTED- ENROLLED	126	89	235	203	82	220	209	103	232	179
NOT ADMITTED	115	57	34	49	6	21	55	9	45	99

	SU2010	FA2010	SP2011	SU2011	FA2011	SP2012	SU2012	FA2012	SP2013	SU2013
<b>BBA Applicants</b>	161	253	271	186	273	368	238	300	330	226
ADMITTED	134	182	186	141	217	269	161	205	239	178
ADMITTED- ENROLLED	131	177	177	138	202	249	158	199	225	112
NOT ADMITTED	27	71	85	45	56	99	77	95	91	48

## **MBA applicants admitted & enrolled 2006-2008**

<b>MBA</b>	<b>FA2006</b>	<b>SP2007</b>	<b>SU2007</b>	<b>FA2007</b>	<b>SP2008</b>	<b>SU2008</b>	<b>FA2008</b>
MBA ADMITS		77	28	71	62	22	74
MBA-ADMIT-ENROLLED		35	9	34	24	12	42
MBA-ADMIT-NOT-ENROLLED		42	19	37	38	10	32
MBA NO-ADMIT		21	5	43	30	9	50
<b>Grand Total MBA Applicants</b>		<b>98</b>	<b>33</b>	<b>114</b>	<b>92</b>	<b>31</b>	<b>124</b>

<b>MACCT</b>	<b>FA2006</b>	<b>SP2007</b>	<b>SU2007</b>	<b>FA2007</b>	<b>SP2008</b>	<b>SU2008</b>	<b>FA2008</b>
MACCT ADMITS		12	2	34	22	6	52
MACCT-ADMIT-ENROLLED		7	1	24	16	3	41
MACCT-ADMIT-NOT-ENROLLED		5	1	10	6	3	11
MACCT NO-ADMIT		4	1	16	1		11
<b>Grand Total MACCT Applicants</b>		<b>16</b>	<b>3</b>	<b>50</b>	<b>23</b>	<b>6</b>	<b>63</b>

<b>MGTCP</b>	<b>FA2006</b>	<b>SP2007</b>	<b>SU2007</b>	<b>FA2007</b>	<b>SP2008</b>	<b>SU2008</b>	<b>FA2008</b>
MGTCP ADMITS		---	1	2	3	---	7
MGTCP-ADMIT-ENROLLED		---	1	1	1	---	5
MGTCP-ADMIT-NOT-ENROLLED		---		1	2	---	2
MGTCP NO-ADMIT		---				---	
<b>Grand Total MGTCP Applicants</b>		<b>---</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>---</b>	<b>7</b>

<b>EMBA &amp; PMBA</b>	<b>FA2006</b>	<b>SP2007</b>	<b>SU2007</b>	<b>FA2007</b>	<b>SP2008</b>	<b>SU2008</b>	<b>FA2008</b>
<b>EMBA</b>				---			
EMBA ADMITS			55	---	1	58	1
EMBA-ADMIT-ENROLLED			53	---		49	1
EMBA-ADMIT-NOT-ENROLLED			2	---	1	9	
EMBA NO-ADMIT			2	---		1	
<b>PMBA</b>							
PMBA ADMITS	38	1		---			
PMBA-ADMIT-ENROLLED	38	1		---			
<b>Grand EMBA + PMBA Applicants</b>	<b>38</b>	<b>1</b>	<b>57</b>	<b>---</b>	<b>1</b>	<b>59</b>	<b>1</b>



## **MBA applicants admitted & enrolled 2009-2010**

<b>MBA</b>	<b>SP2009</b>	<b>SU2009</b>	<b>FA2009</b>	<b>SP2010</b>	<b>SU2010</b>	<b>FA2010</b>
MBA ADMITS	68	27	175	113	33	172
MBA-ADMIT-ENROLLED	30	11	116	72	18	101
MBA-ADMIT-NOT-ENROLLED	38	16	59	41	15	71
MBA NO-ADMIT	29	4	69	39	10	66
<b>Grand Total MBA Applicants</b>	<b>97</b>	<b>31</b>	<b>244</b>	<b>152</b>	<b>43</b>	<b>238</b>

<b>MACCT</b>	<b>SP2009</b>	<b>SU2009</b>	<b>FA2009</b>	<b>SP2010</b>	<b>SU2010</b>	<b>FA2010</b>
MACCT ADMITS	15	4	46	20	9	45
MACCT-ADMIT-ENROLLED	9	2	30	11	5	28
MACCT-ADMIT-NOT-ENROLLED	6	2	16	9	4	17
MACCT NO-ADMIT	2		11	4	1	16
<b>Grand Total MACCT Applicants</b>	<b>17</b>	<b>4</b>	<b>57</b>	<b>24</b>	<b>10</b>	<b>61</b>

<b>MGTCP</b>	<b>SP2009</b>	<b>SU2009</b>	<b>FA2009</b>	<b>SP2010</b>	<b>SU2010</b>	<b>FA2010</b>
MGTCP ADMITS	8	---	3	2	2	4
MGTCP-ADMIT-ENROLLED	3	---	2	1	2	3
MGTCP-ADMIT-NOT-ENROLLED	5	---	1	1		1
MGTCP NO-ADMIT		---				
<b>Grand Total MGTCP Applicants</b>	<b>8</b>	<b>---</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>

<b>EMBA &amp; PMBA</b>	<b>SP2009</b>	<b>SU2009</b>	<b>FA2009</b>	<b>SP2010</b>	<b>SU2010</b>	<b>FA2010</b>
<b>EMBA</b>			---	---		
EMBA ADMITS	2	65	---	---	46	2
EMBA-ADMIT-ENROLLED	2	64	---	---	45	2
EMBA-ADMIT-NOT-ENROLLED		1	---	---	1	
EMBA NO-ADMIT			---	---		
<b>PMBA</b>						
PMBA ADMITS			---	---		
PMBA-ADMIT-ENROLLED			---	---		
<b>Grand EMBA + PMBA Applicants</b>	<b>2</b>	<b>65</b>	<b>---</b>	<b>---</b>	<b>46</b>	<b>2</b>

## **MBA applicants admitted & enrolled 2011-2012**

<b>MBA</b>	<b>SP2011</b>	<b>SU2011</b>	<b>FA2011</b>	<b>SP2012</b>	<b>SU2012</b>	<b>FA2012</b>
MBA ADMITS	164	15	200	152	10	221
MBA-ADMIT-ENROLLED	102	4	124	98	3	132
MBA-ADMIT-NOT-ENROLLED	62	11	76	54	7	89
MBA NO-ADMIT	43	2	60	54	3	65
<b>Grand Total MBA Applicants</b>	<b>207</b>	<b>17</b>	<b>260</b>	<b>206</b>	<b>13</b>	<b>286</b>

<b>MACCT</b>	<b>SP2011</b>	<b>SU2011</b>	<b>FA2011</b>	<b>SP2012</b>	<b>SU2012</b>	<b>FA2012</b>
MACCT ADMITS	29	---	45	22	---	42
MACCT-ADMIT-ENROLLED	16	---	33	17	---	32
MACCT-ADMIT-NOT-ENROLLED	13	---	12	5	---	10
MACCT NO-ADMIT	5	---	20	10	---	23
<b>Grand Total MACCT Applicants</b>	<b>34</b>	<b>---</b>	<b>65</b>	<b>32</b>	<b>---</b>	<b>65</b>

<b>MGTCP</b>	<b>SP2011</b>	<b>SU2011</b>	<b>FA2011</b>	<b>SP2012</b>	<b>SU2012</b>	<b>FA2012</b>
MGTCP ADMITS	6	---	5	8	---	2
MGTCP-ADMIT-ENROLLED	5	---	2	4	---	1
MGTCP-ADMIT-NOT-ENROLLED	1	---	3	4	---	1
MGTCP NO-ADMIT		---	1		---	
<b>Grand Total MGTCP Applicants</b>	<b>6</b>	<b>---</b>	<b>6</b>	<b>8</b>	<b>---</b>	<b>2</b>

<b>EMBA &amp; PMBA</b>	<b>SP2011</b>	<b>SU2011</b>	<b>FA2011</b>	<b>SP2012</b>	<b>SU2012</b>	<b>FA2012</b>
<b>EMBA</b>				---		
EMBA ADMITS	2	57	1	---	53	2
EMBA-ADMIT-ENROLLED	2	56	1	---	51	2
EMBA-ADMIT-NOT-ENROLLED		1		---	2	
EMBA NO-ADMIT		1		---	4	
<b>PMBA</b>						
PMBA ADMITS				---		
PMBA-ADMIT-ENROLLED				---		
<b>Grand EMBA + PMBA Applicants</b>	<b>2</b>	<b>58</b>	<b>1</b>	<b>---</b>	<b>57</b>	<b>2</b>

### **MBA applicants admitted & enrolled 2013 and Grand Total**

<b>MBA</b>	<b>SP2013</b>	<b>SU2013</b>	<b>FA2013</b>	<b>SP2014</b>	<b>Grand Total</b>
MBA ADMITS	127	5	142	---	1958
MBA-ADMIT-ENROLLED	84	2	79	---	1132
MBA-ADMIT-NOT-ENROLLED	43	3	63	---	826
MBA NO-ADMIT	72	6	58	---	738
<b>Grand Total MBA Applicants</b>	<b>199</b>	<b>11</b>	<b>200</b>	<b>---</b>	<b>2696</b>

<b>MACCT</b>	<b>SP2013</b>	<b>SU2013</b>	<b>FA2013</b>	<b>SP2014</b>	<b>Grand Total</b>
MACCT ADMITS	31		25		461
MACCT-ADMIT-ENROLLED	24		14		313
MACCT-ADMIT-NOT-ENROLLED	7		11		148
MACCT NO-ADMIT	5	1	16	1	148
<b>Grand Total MACCT Applicants</b>	<b>36</b>	<b>1</b>	<b>41</b>	<b>1</b>	<b>609</b>

<b>MGTCP</b>	<b>SP2013</b>	<b>SU2013</b>	<b>FA2013</b>	<b>SP2014</b>	<b>Grand Total</b>
MGTCP ADMITS	2		3		58
MGTCP-ADMIT-ENROLLED	1		2		34
MGTCP-ADMIT-NOT-ENROLLED	1		1		24
MGTCP NO-ADMIT		1	1		3
<b>Grand Total MGTCP Applicants</b>	<b>2</b>	<b>1</b>	<b>4</b>		<b>61</b>

<b>EMBA &amp; PMBA</b>	<b>SP2013</b>	<b>SU2013</b>	<b>FA2013</b>	<b>SP2014</b>	<b>Grand Total</b>
<b>EMBA</b>			---	---	
EMBA ADMITS	2	18	---	---	365
EMBA-ADMIT-ENROLLED	2	3	---	---	333
EMBA-ADMIT-NOT-ENROLLED		15	---	---	32
EMBA NO-ADMIT			---	---	8
<b>PMBA</b>					
PMBA ADMITS			---	---	39
PMBA-ADMIT-ENROLLED			---	---	39
<b>Grand EMBA + PMBA Applicants</b>	<b>2</b>	<b>18</b>	<b>---</b>	<b>---</b>	<b>412</b>

## UNM enrollment reports

UNM Official Enrollment Reports (OER) Data	2004	2005	2006	2007	2008	2009	2010	2011	2012
BBA Headcount	2417	2278	2361	2306	2356	2408	2424	2335	2522
BBA Student Credit Hour (SCH)	0	0	13409	26458	27236	28338	29328	28546	30214
Graduate Headcount	1329	1245	1282	1281	1242	1225	1519	1753	1739
Graduate Student Credit Hour (SCH)	7345	6734	7443	8105	7885	8386	10337	11894	12041

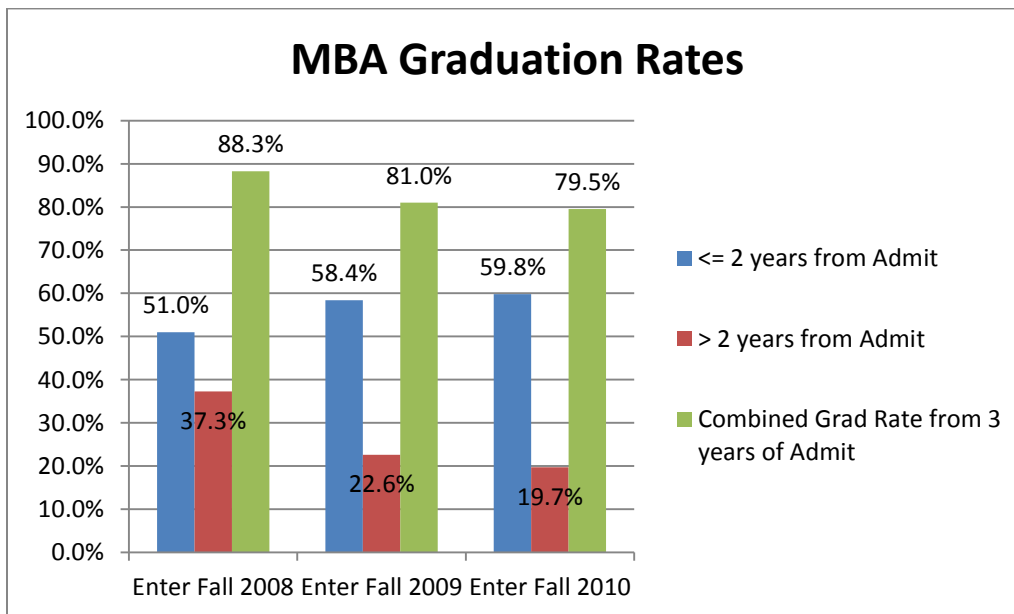
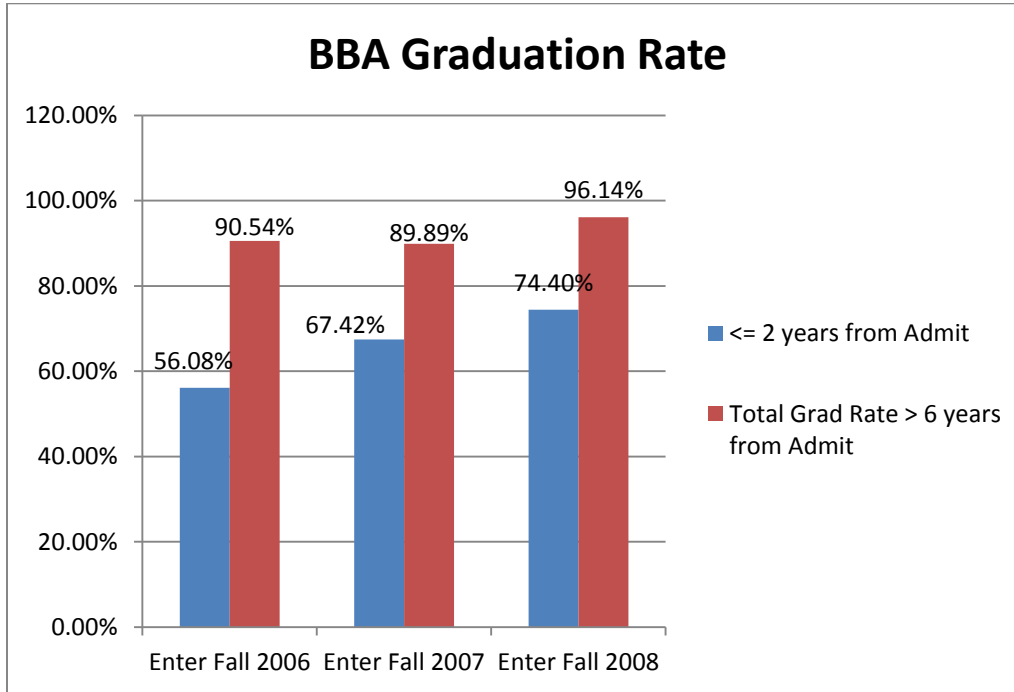
The previous figures show that since 2006 the head count growth in the MBA program has been much stronger than in the BBA programs. We know that we could increase our BBA headcount and SCH if we had more full-time faculty and the offices to place them into. This is our binding constraint on growth in our BBA programs. The MBA programs can't continue to grow for the same reason that our binding constraint is the number of faculty which is limited by a lack of office space and funding for new faculty lines.

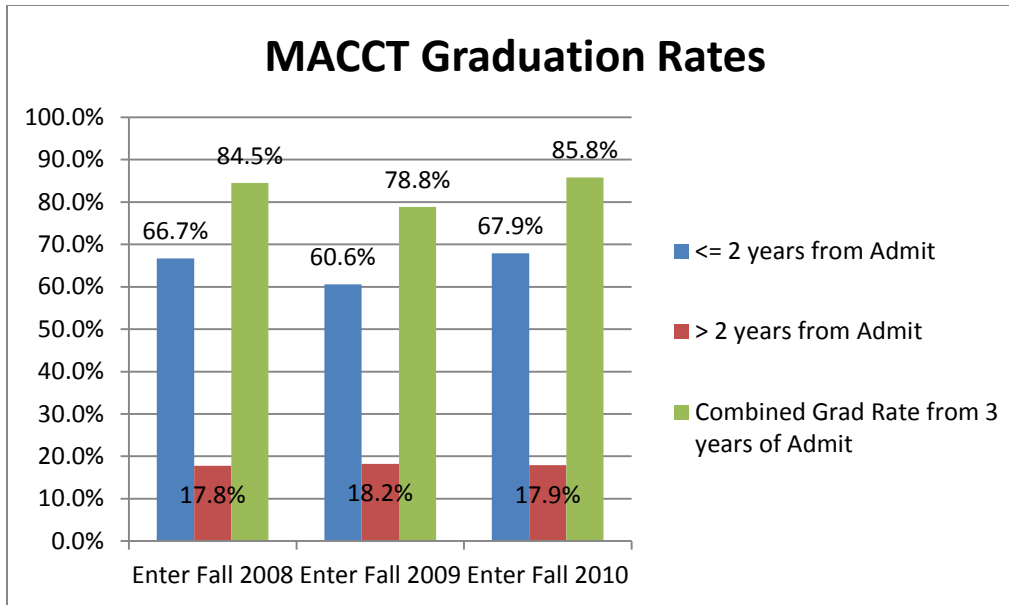
We are just ramping up our recruiting efforts with an advisor dedicated to articulating better with the community colleges, our outreach to Engineering to promote the 3/2 program, our pending improvement in the JD/MBA program, the push for more EMBA's, and other marketing initiatives. We expect Chinese and other international efforts to become productive. We are also planning recruiting in Mexico with Puebla. Also, we expect Brazilian participation in our new MBA/MOT PhD program due to our internal faculty ties with Brazil. Recently, Anderson has undertaken a major recruiting thrust for our graduate programs. This effort is being led by our Career Services Office. Our efforts focus on UNM undergraduates in non-business programs, the regional market and international students.

The Executive MBA program is both a strength and an area for growth, As the only AACSB program focusing on Executives in the state of New Mexico, Anderson believes that given the proper attention and focus the enrollment could easily be doubled (to a double cohort program operating every weekend), however, we do not currently have sufficient faculty to staff an additional program.

## Time-to-graduate for Anderson Confirmed Graduates by Degree

The following tables present time to graduation based on percentage for BBA, MBA and MACCT programs.

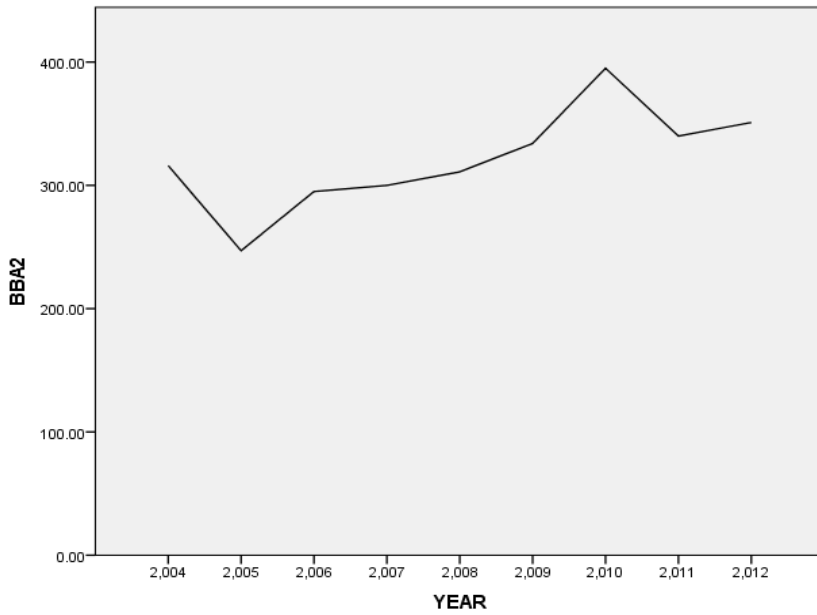




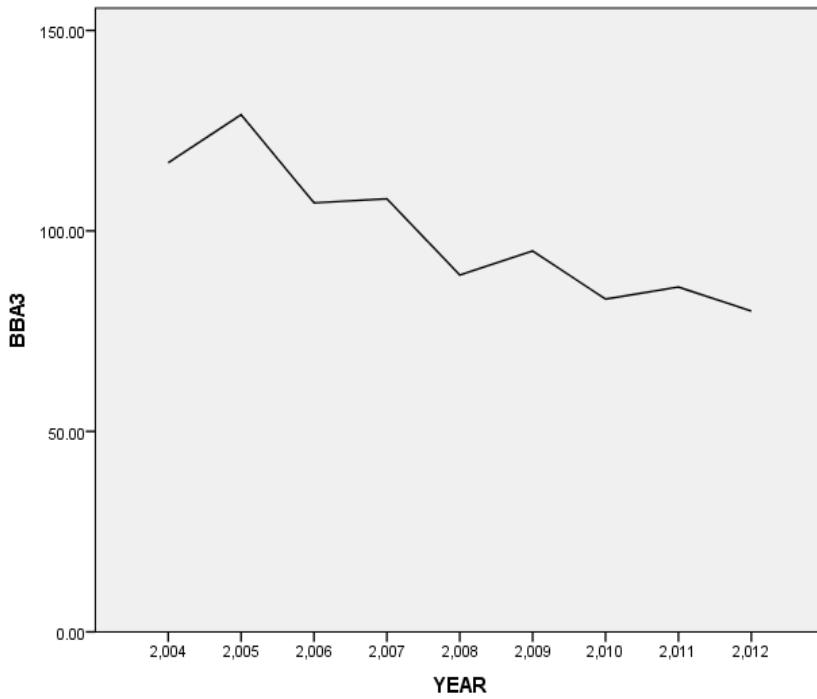
**Data Source:** UNM Data Warehouse

For time-to-graduate, we calculate the difference between each Anderson graduate’s graduation semester and the first time they are coded as an Anderson student (the graduate’s starting semester at Anderson). For undergraduate graduates, we look for their earliest Anderson undergraduate Academic\_Study\_Cunm record to find when they started their undergraduate course work at Anderson. For graduate-level graduates, we look for their earliest Anderson graduate Academic\_Study\_Cunm record to find when they started their graduate-level course work at Anderson. There are a small number of graduates that we cannot locate an appropriate starting semester for. These students are separated out. Some students may have been enrolled in a dual degree program and did not appear as an Anderson student. We have attempted to identify EMBA and PMBA students using a number of attributes in Banner. We start to lose visibility of our EMBA students prior to the Summer 2005 semester. These students should be included in the MBA graduation counts. PMBA and EMBA have been listed as simply EMBA for data labeling simplicity. In the following figures we examined time to graduation by BBA, MAC, MBA, and EMBA within 2 years, 3 years, 4 years, 5 years, 6 years, and greater than 6 years. The vertical axis in the following graphs is the number of students graduating within that time period.

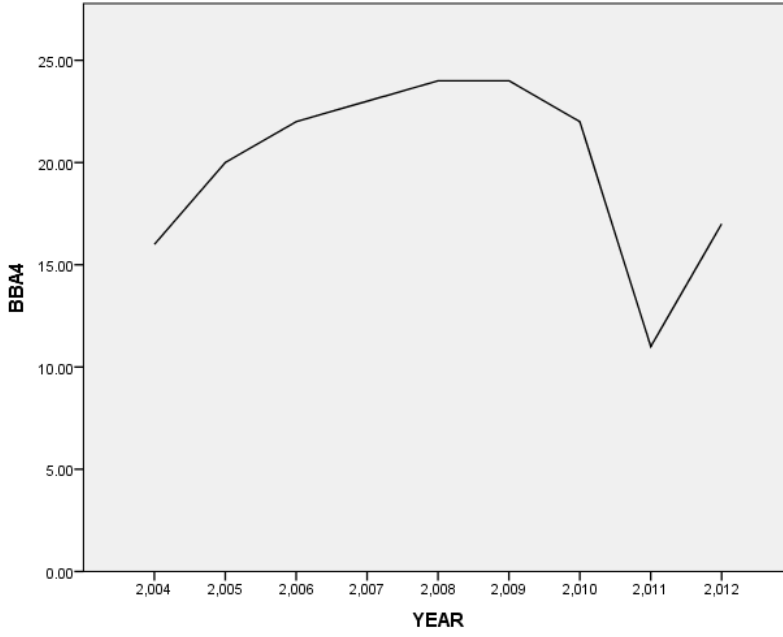
### **BBA Within 2 Years**



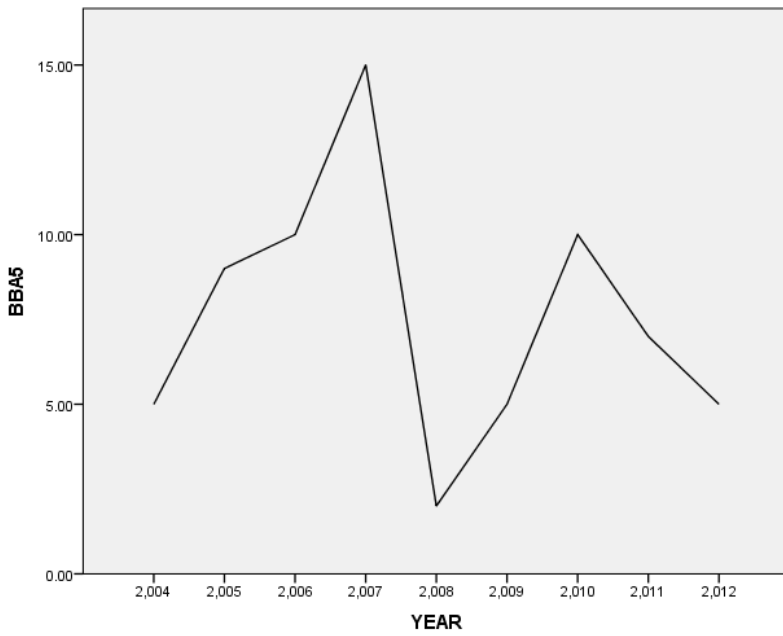
### **BBA Within 3 Years**



### **BBA Within 4 Years**

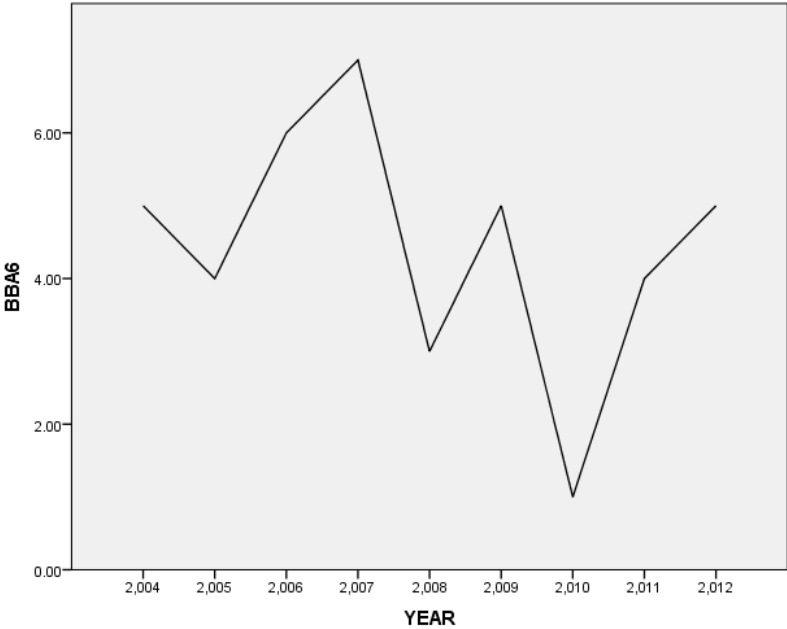


### **BBA5 Within 5 Years**

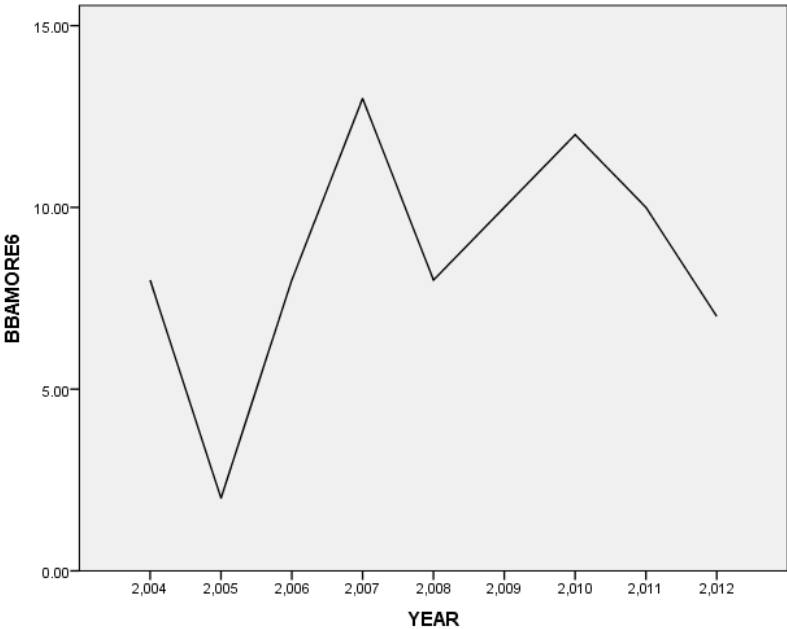




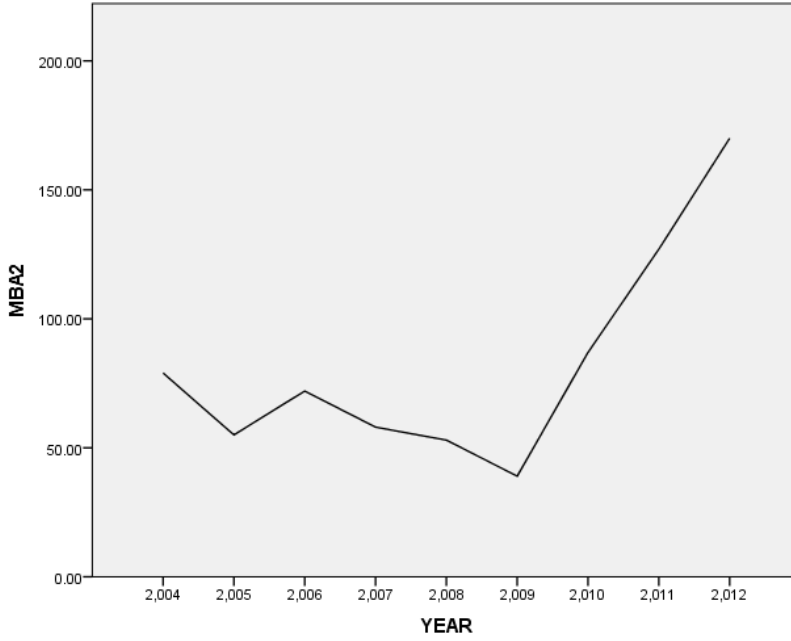
**BBA Within 6 Years**



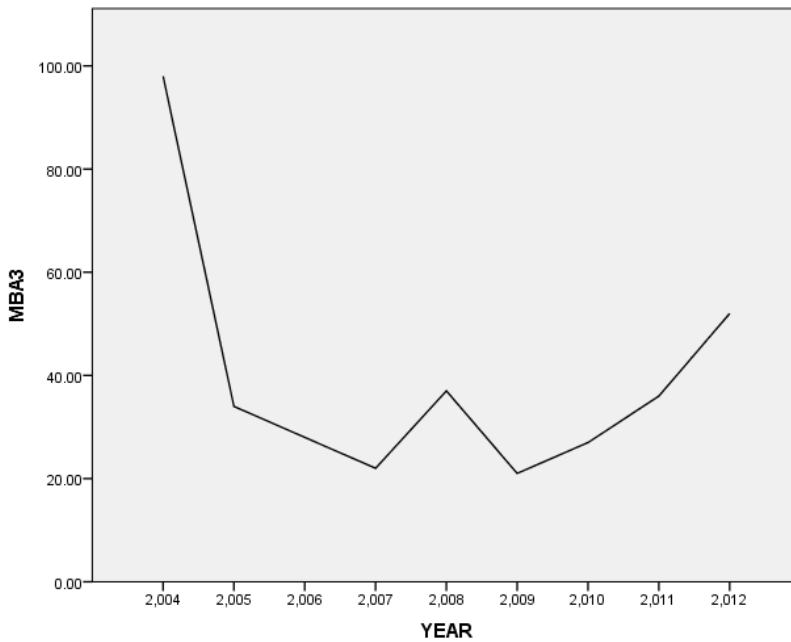
**BBA More than 6 Years**



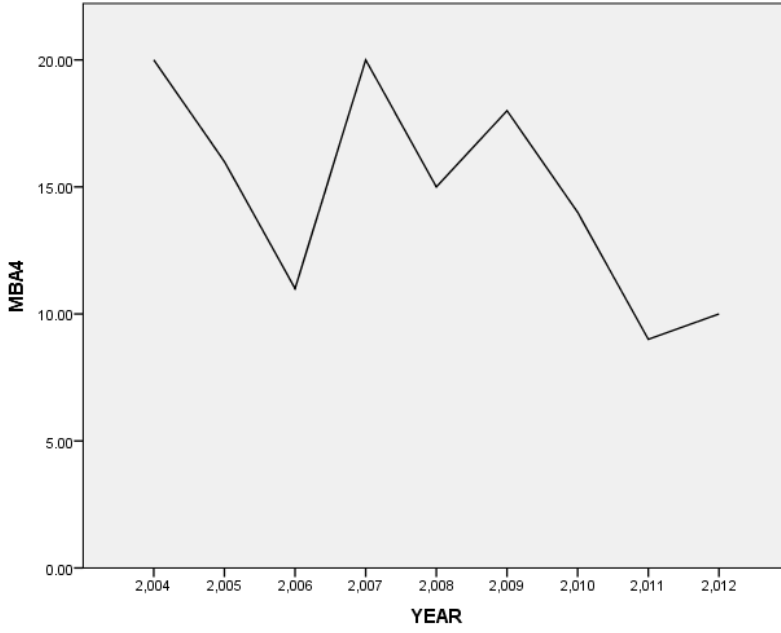
### MBA 2 Years



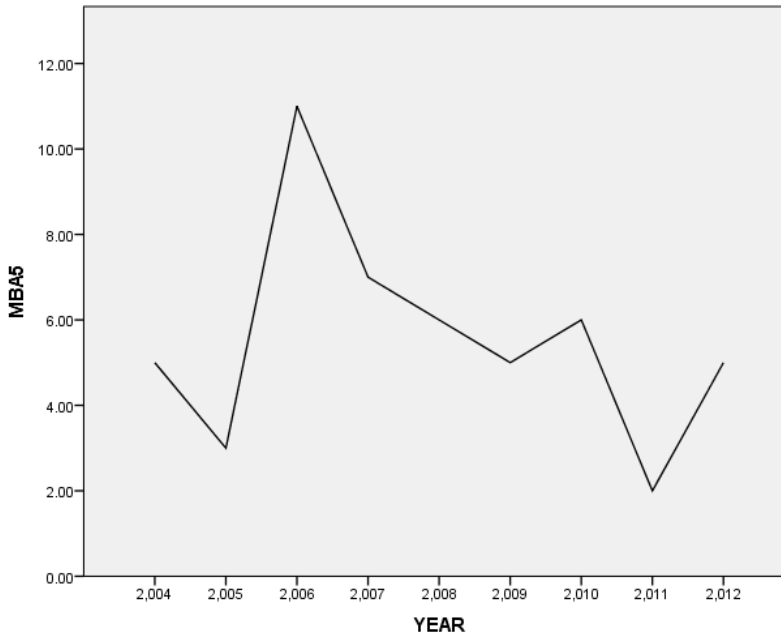
### MBA 3 Years



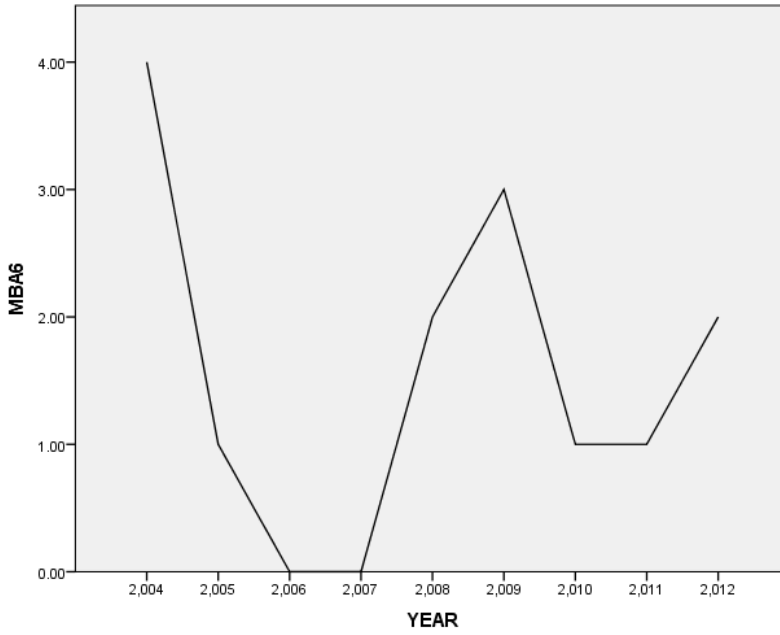
### MBA 4 Years



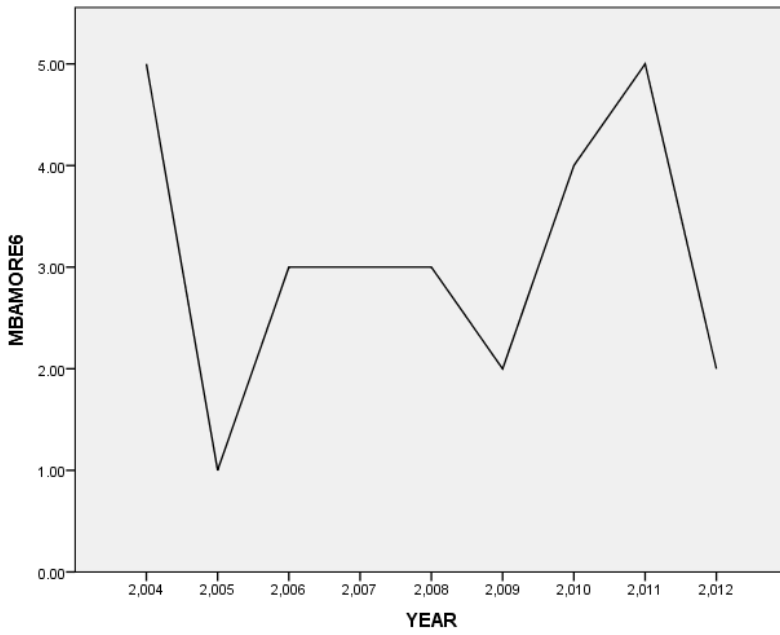
### MBA 5 Years



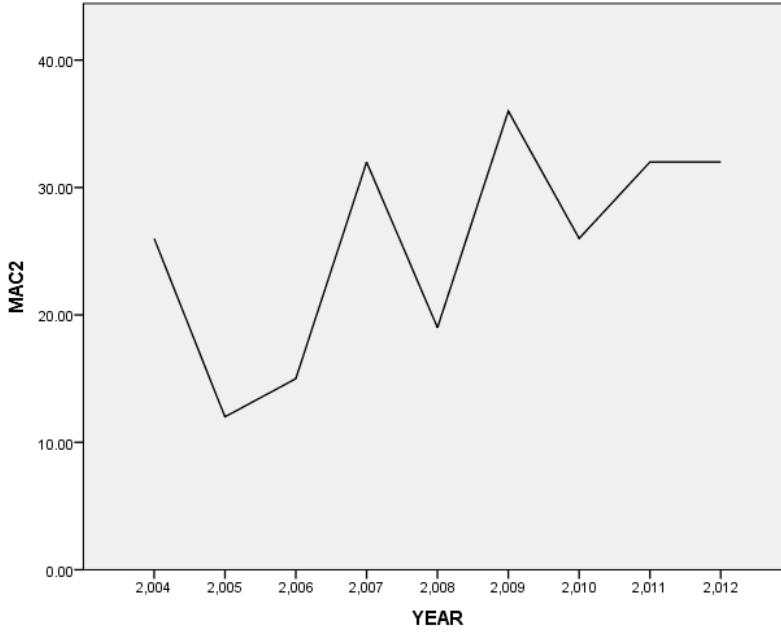
### MBA 6 Years



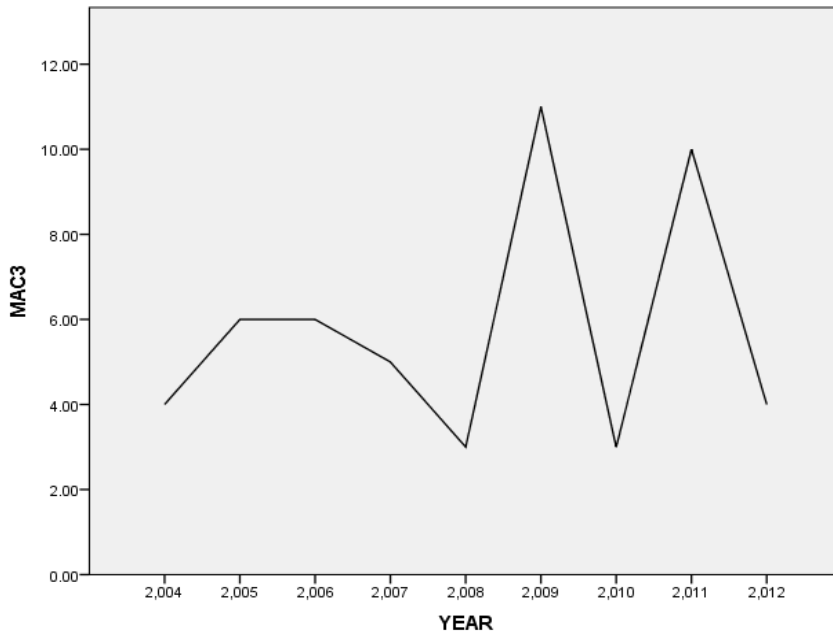
### MBA More than 6 Years



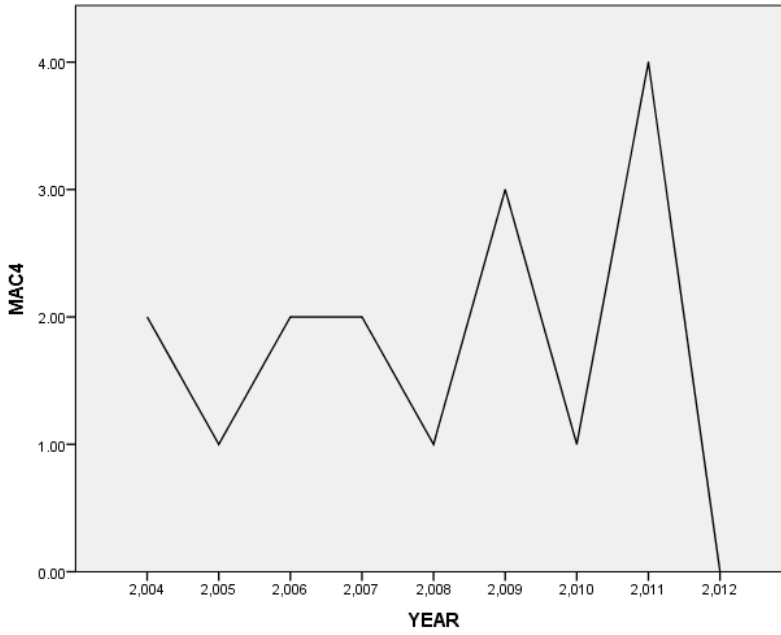
### MACCT 2 Years



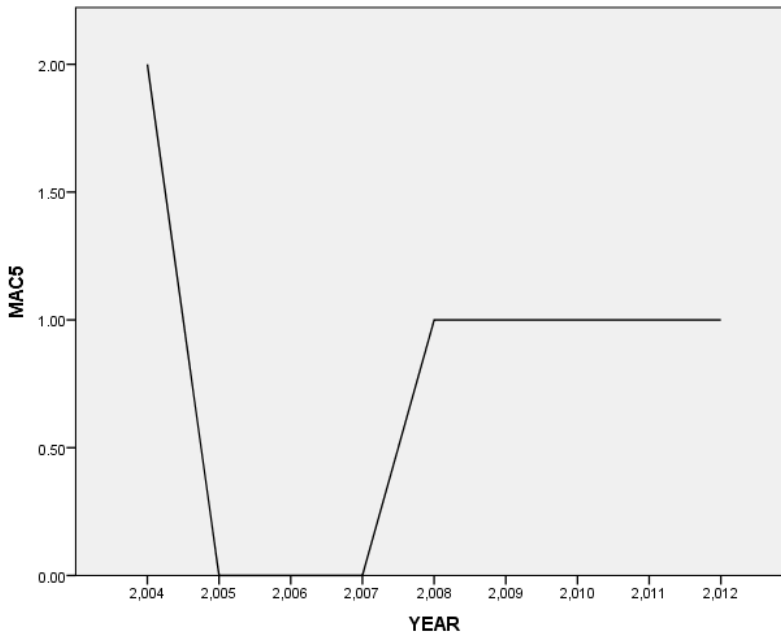
### MACCT 3 Years



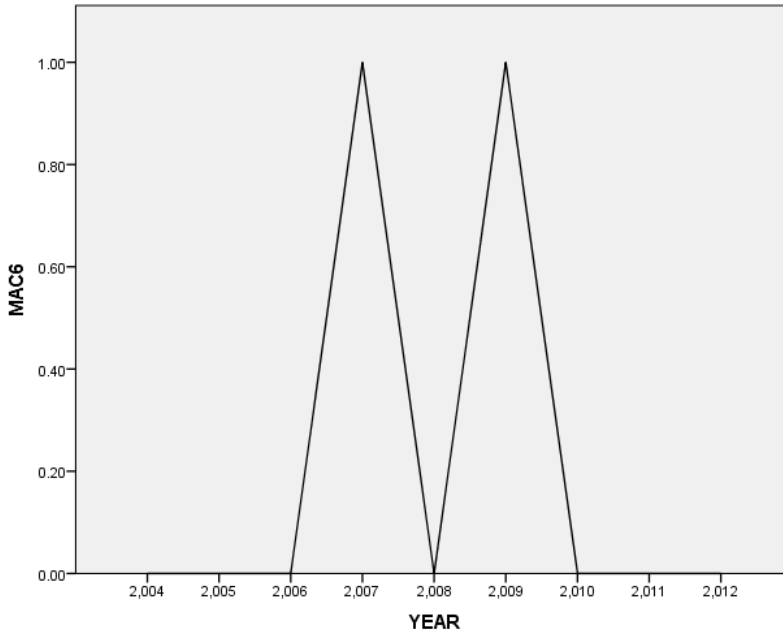
### MACCT 4 Years



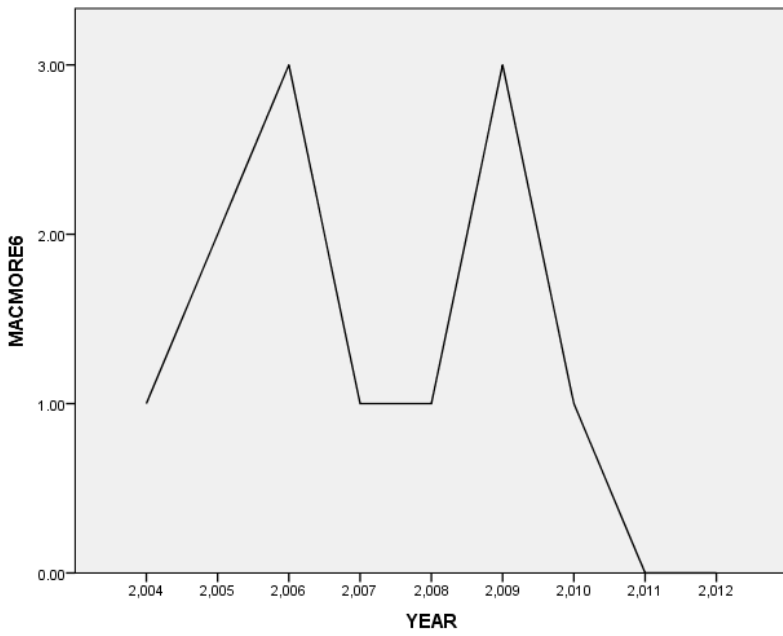
### MACCT 5 Years



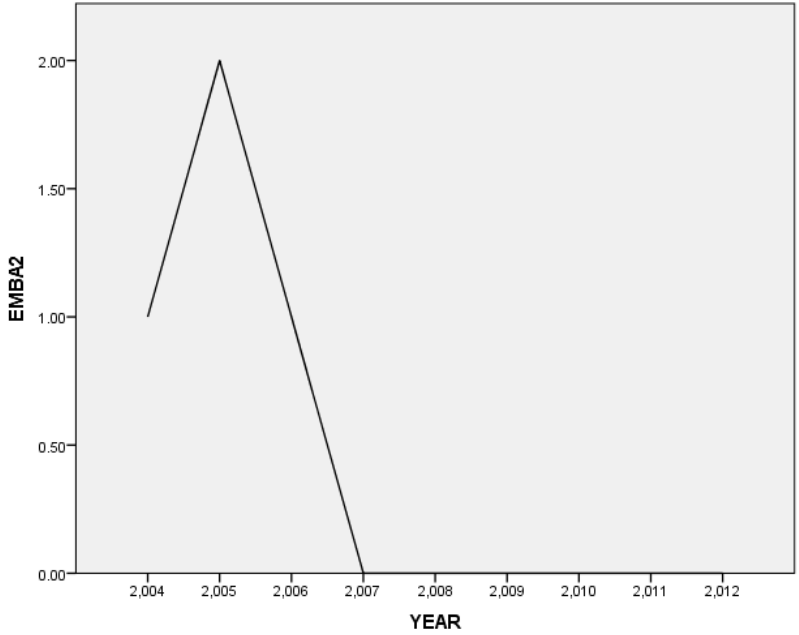
### MACCT 6 Years



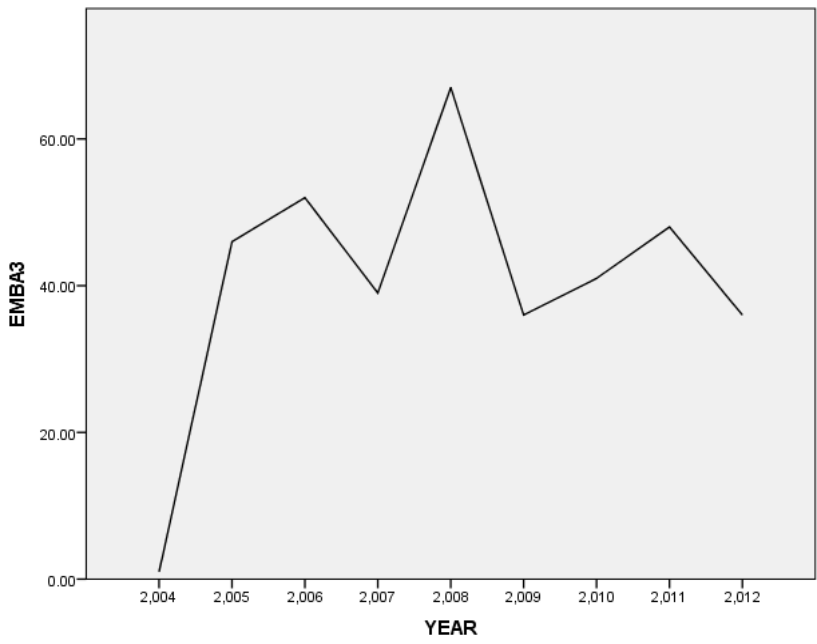
### MACCT More than 6 Years



**EMBA/PMBA 2 Years EMBA follow lockstep program**

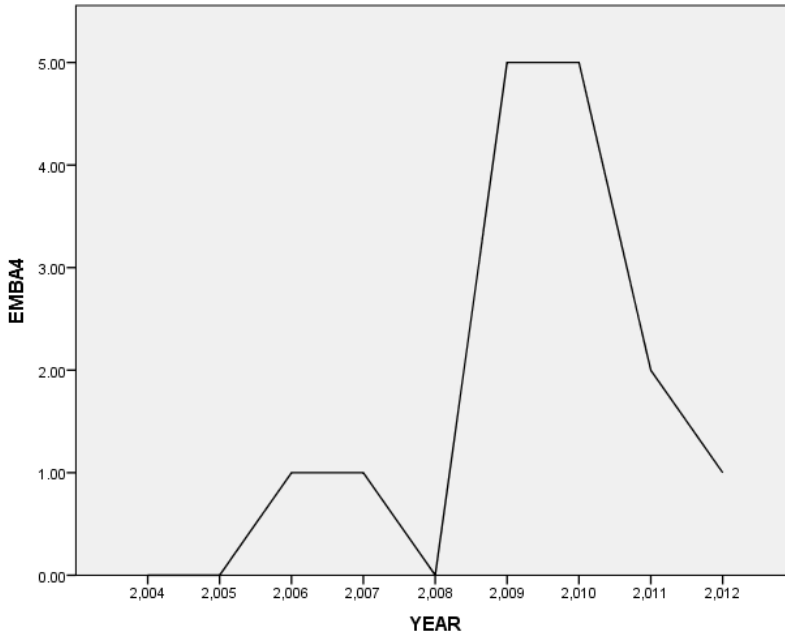


**EMBA/PMBA 3 Years**

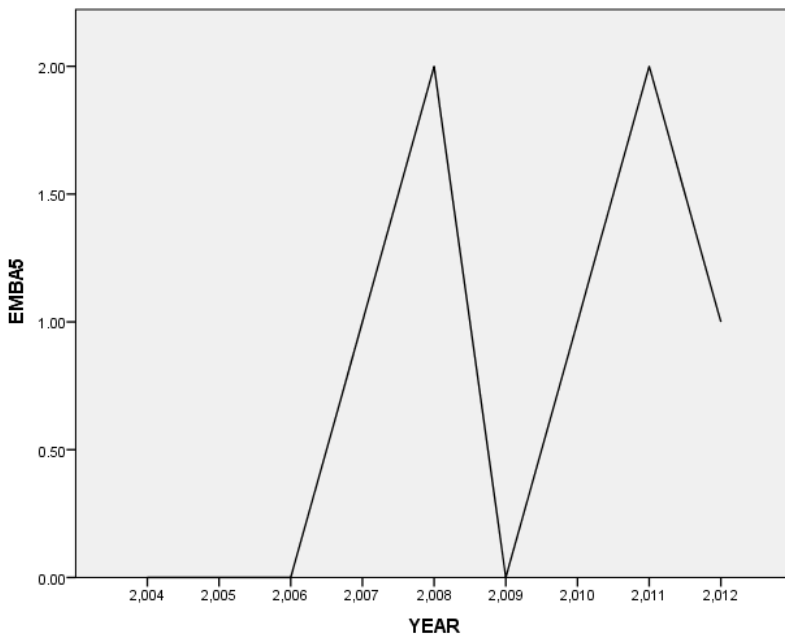




### EMBA/PMBA 4 Years



### EMBA/PMBA 5 Years



#### **4C. Provide a description of program advisement for students.**

ADVISING STAFF: Currently there are 2.5 advisors for the BBA program (1148 students) and 1.5 advisors for the MBA program (692 students). HLC requires < 350:1.

In January 2012, the Academic Advisement & Career Services Offices were reorganized to increase collaboration between the two units and increase student engagement. Outlined below are initiatives that have been implemented in the units to increase engagement.

The Academic Advisement Office at Anderson has implemented new communication methods with students to ensure they understand the value of participating in career-related programs, student clubs, and engaging in academic advisement with faculty and staff. Students are subscribed to a mailing list when they are admitted to an Anderson program, and they are sent weekly email messages that contain important academic deadlines, student club programs, job and internship postings, scholarship opportunities, and UNM events. This weekly email is concise and easily viewed on mobile devices. Anderson's Academic Advisors provide individual advisement to students during walk-in hours or by appointment. The Advisors also serve students via Speed Advising to answer quick questions and serve approximately 100 students per session. Advisors also work with students in group settings including group graduation appointments and graduate program information sessions. Students are encouraged to come prepared to the academic advisement session with tentative coursework plans, degree audit, and a list of questions. Advisors not only help students develop an academic plan, but they also encourage students to connect with Career Services, which has resulted in a large increase in student appointments in Career Services.

Academic Advisement & Career Services integrates social media to increase the sense of community at Anderson and provide timely information to students regarding events, registration issues, and important University updates.

#### **4D. Describe any student support services that are provided by the unit.**

In addition to student advisement, Anderson has 2 full-time staff members who provide career services support to students. The Career Services Office has implemented new communication methods with students to encourage involvement in career related events early in their academic program. In collaboration with faculty, the Career Services Office committed to increasing student involvement in internships. In 2011, Anderson faculty developed a undergraduate and graduate for-credit course for internships; the process was approved at the University level in 2012. During the fall 2012 semester, the Career Services Office developed relationships with employers seeking interns; with the increased number of internships that provide meaningful career experience, the program saw a 100% increase in total enrollment for internships for academic credit as compared to fall 2011. The Career Services website has been redesigned to provide more relevant

information in an easy-to-use format for both students and employers:  
<http://jobs.mgt.unm.edu/>

The Career Services Office also coordinates the activities of Anderson's student groups. Students are encouraged to participate in these organizations which serve as excellent recruiting channels as well as enhancing their student experience while at Anderson.

**4E. Describe any student success and retention initiatives in which the unit participates.**

The Anderson School of Management participates in a number of student success and retention initiatives. These include several of George Kuh's "High Impact Practices" that have been exercised at Anderson for many years. The activities include, but are not limited to:

- Freshman Learning Communities
- Living Learning Communities (with strong engagement from Faculty, Staff and Students)
- Experiential Learning Opportunities (including Portfolio Management, Small Business Institute Cases, Class-based consulting projects, etc.)
- Project Graduation
- Student Ethnic Resource Groups (AIBA, HBSA, NSHMBA, etc.)
- Student Organizations founded around academic pursuits (case competitions, etc.)
- Large internship program
- A variety of community-service activities/opportunities
- Participation in research activities via our Behavioral Research Laboratory, McNair Scholars program and Undergraduate Honors Theses

**4F. Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures.**

Annually we conduct an exit survey to evaluate salaries, placements and student perceptions of educational experience. With such a wide-ranging set of stakeholders our graduates are placed in a variety of organizations across the globe. The results of the most recent exit survey are attached in Appendix 6.

## Criterion 5: Faculty

### 5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

Faculty composition is evaluated based on the requirements of the AACSB. The AACSB uses two measures academically or professionally qualified which relates to the faculty member's credentials and qualifications, and participating or supporting which relates to the faculty member's involvement. The school averages 70% academically qualified faculty, and 99% academically or professionally qualified faculty; this meets and in fact exceeds the AACSB guideline that at least 50% of the faculty be academically qualified and that 90% be academically or professionally qualified. Anderson has adopted the following definitions for these categories:

#### **Academically Qualified: Evidence of sufficiency**

Department chairs will assess the academic qualification status of each tenure-track faculty member and the professional qualification status of each non-tenure track faculty member during the annual review. Any tenure track faculty member who is determined not to be academically qualified or to be at serious risk of becoming unqualified shall develop a remediation plan in consultation with his or her chair and the dean. Failure to maintain academic qualification may initiate the process of post-tenure review.

Tenure-track faculty members who received their PhD more than 5 years ago are academically qualified if they provide evidence that they disseminate knowledge in the field, consistent with Anderson's mission, through quality intellectual contributions in the AACSB categories of peer-reviewed journals (PRJ\*) and other intellectual contributions (OIC\*\*).

1. Two PRJs over the most recent five year period  
AND
2. Two OICs over the most recent five year period.

#### **Professionally Qualified: Evidence of sufficiency *at time of hire***

1. At least a Master's degree or its equivalent (high-level professional certification such as CPA, CMA, or CFA may be an appropriate substitute for a Master's degree)  
AND
2. Significant professional work experience relevant to the teaching assignment during at least 3 of the last 5 years. Activities such as professional consulting, continuing professional education, or publishing peer-reviewed works may be reasonable substitutes for work experience.

#### **Professionally Qualified: Maintenance of Professional Qualification**

To remain professionally qualified, faculty must maintain a portfolio documenting activities that apply, maintain, and develop knowledge and skills relevant to the courses that the faculty member is normally assigned to teach. The intent of this standard is to provide evidence of the faculty member's current qualifications to teach assigned courses

while providing reasonable latitude for faculty members to balance their time commitments and select appropriate activities. At the time of hire and as a part of subsequent annual evaluations, faculty members and their department chairs must confer to determine the specific mix and intensity of activities to maintain professional qualification.

Examples of appropriate activities include:

- Outside employment or consulting in the professional area
- Pro bono work
- Service to professional organizations
- Service to the school related to the professional area
- Continuing education activities in the professional area
- Publication of articles, chapters, or books, with greater weight given to peer-reviewed publications
- Academic, professional, or public presentations
- Attendance at academic or professional conferences

The school averages 70% participating faculty which is below the AACSB guideline that at least 75% of the faculty be participating. This has been identified as a strategic weakness and is a high priority for the school to remedy. Anderson has adopted the following definitions for these categories:

All tenure, tenure-track and full-time lecturers are considered to be participating faculty as they are involved with teaching, research, and service for the school. For adjunct faculty, the following guidelines are used:

The Anderson Schools of Management classify members of its non-tenure track faculty as participating if they engage in more than one of the activities listed below:

- A) Supporting academic and career advising for Anderson School of Management students,
- B) Conducting and publishing research,
- C) Providing direction for non-class Anderson School of Management extracurricular activity,
- D) Representing Anderson School of Management on institutional committees,
- E) Performing other reasonable duties as assigned by department.

## **5B. Provide information regarding professional development activities for faculty within the unit.**

Significant funds are provided by the Anderson Foundation Board that allows for faculty to attend conferences or other training sessions held throughout the year. Over 90% of our faculty attend a conference or professional training seminar in any given year.

**5C. Provide a summary and examples of research work of faculty members.**

The 2013 Anderson School Creative Works document is attached in Appendix 7.

**5D. Provide an abbreviated vita (2 pages or less) or summary of experience for each faculty member or provide links to this information.**

Faculty abbreviated vita are in Appendix 8.

## **Criterion 6: Resources and Planning**

- 6A. Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making.**

Resource allocation and planning is primarily conducted by the Dean in close collaboration with the Leadership Council (comprised of the Chairs, Associate Dean and Faculty Chair). Each year a hiring plan is discussed and allocation of salary improvements or other capital expenditures outside of day-to-day operations are vetted for consensus.

Uniquely, Anderson has a Foundation Board that has some input both financially and vocally into the operation of the school. While their opinions are only advisory, they serve as pillars of the local business community and provide valuable insight into school programs and direction; however, ultimately, all curriculum and strategy is generated by the faculty and staff of the Anderson School of Management.

**6B. Provide information regarding the unit’s budget including support received from the institution as well as external funding sources.**

**UNM Anderson School of  
Management  
Fiscal Year 2013-2014 Budget**

Revenues		
UNM/Provost Allocation	8,709,805	
Differential Tuition (Graduates only)	1,774,035	
Technology Fees	450,000	
Other Allocations	350,000	
	<hr/>	11,283,840
Expenses		
Salaries		
Faculty Salaries	8,456,663	
Staff Salaries	1,469,961	
Graduate Student Stipends	522,384	
Student Employee Salaries	76,272	
Total Salaries	<hr/>	10,525,280
Graduate Student Tuition Waivers	344,294	
Other Fringe Benefits*	30,630	
Scholarships	10,000	
Operating Costs	373,636	
Total Other Costs	<hr/>	758,560
		11,283,840
		<hr/>
Net Revenues and Expenses		<u><u>0</u></u>

*\* Fringe benefits on most Instructional and General (I&G) accounts are paid from a UNM controlled account and not from the School. Benefits on salaries paid from Technology Fees are paid by the School.*



**The Robert O. Anderson Schools of Management Foundation**  
**Fiscal Year 2013-2014**  
**Budget**

Executive and Professional Education Center		
Revenues	2,386,489	
Expenses	(1,980,325)	
Net Earnings		406,164
Unrestricted Revenues		345,000
Temporarily Restricted		175,000
Nonoperating revenues		75,000
		<hr/>
Total Earnings, Revenue and Other Support		1,001,164
Unrestricted Expenses		
Faculty		
Support	450,000	
Staff Support	25,000	
Student		
Support	205,000	
General and		
Management	171,164	
Fundraising		
Activities	150,000	
		<hr/>
		1,001,164
		<hr/>
Change in Net Assets		<u><u>0</u></u>

**6C. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.**

The organizational chart on page 3 details the current staff structure.

Dean's Office Staff:

1 Administrative Coordinator, 100% FTE, who provides support for the dean including but not limited to scheduling of all meetings for the dean, handling of all dean's office correspondence, and review of school expenditures prior to dean's approval.

All senior personnel report to the Dean.

1 Associate Dean, 100% FTE. The Associate Dean teaches a 1-1 load, is active in research and service and manages the academic and student activities for the school.

1 Sr. Development Officer, 100% FTE. This position coordinates and manages the school's development activities. This position manages 3 full-time staff who handle the alumni activities, school events related to development and community outreach, and donor relations.

1 Director, Information Systems, 100% FTE. This position supervises and manages the school's information technology for students and staff. The Anderson School has a dedicated computer lab, workroom, and laptop checkout for Anderson students. This position supervises 4 full-time staff positions.

1 Marketing Officer, 100% FTE. This position manages the marketing functions of the school.

1 Academic Operations Officer, 100% FTE. This position manages the fiduciary responsibilities of the school and supervises 3 staff members.

1 Strategic Support Manager, 100% FTE. This position is responsible for marketing and outreach activities of the Executive and Professional Education Programs.

1 Program Operations Office, 100% FTE. This position manages the Executive and Professional Education Programs. This position supervises 6 full-time staff positions.

1 Manager, Academic Advisement, 100% FTE. This position manages the academic advising and career services functions of the school including recruiting for the BBA, MBA, and MACCT programs. This position supervises 6 full-time staff directly and 3 full-time staff indirectly.

Associate Dean's Office Staff:

1 Program Specialist, 100% FTE, who provides support for the associate dean including but not limited to data management for the unit related to AACSB accreditation and required University reporting, scheduling of meetings, handling of correspondence and serving as back up for the Dean's Administrative Coordinator.

1 Program Manager, Academic Initiatives, 100% FTE. This position manages the yearly business technology and entrepreneurship competitions and other events and activities associated with The Center for Support of Economic Development .

1 UNM Conference & Event Coordinator, 100% FTE. This position supports the Development Office and manages events for the school including but not limited to the yearly Hall of Fame Scholarship fundraiser, the Taste of Anderson marketing center fundraiser, Business-to-Business speaker series for the community, and the CEO Speaker Lecture series.

1 Senior Alumni Relations Officer, 100% FTE. This position reports to the Development Office to build and support alumni relations with Anderson graduates.

1 Administrative Assistant III, 100% FTE. This position supports the Development Office coordinating donor relation activities, meetings of the Anderson Foundation Board and Alumni Council, and development events.

1 Manager, IT Technical Support, 100% FTE. This position manages the day-to-day operations of the Anderson IT group and supervises 1 full-time staff member. This position is responsible for all faculty, staff , and facility technology and facilities upgrades associated with the facility technology and overall coordination with Central IT.

1 Technical Support Analyst III, 100% FTE. This position oversees the day-to-day operations of the student computer lab and supervises 1 full-time staff member and indirectly supervises the graduate assistants in the student computer lab. This position manages the implementation of technologies in the classrooms.

1 Technical Support Analyst II, 100% FTE. This position manages the graduate assistants in the student computer lab.

2 Analyst/Programmer III, 100% FTE. These positions manage the Anderson website including development and content, teach in the Management Information Systems program, and collect data for surveys and required reports related to faculty, staff and student demographics.

1 Operations Manager, 100% FTE. This position oversees 4 Departmental Assistants, 1 Accountant, 1 Program Specialist, and 1 Administrative Assistant serving as a student outreach coordinator. Other duties include scheduling of all classes, hiring of all graduate assistants, payroll management for all staff and graduate assistants, and processing of AP transactions for the school.

1 Accountant II, 75% FTE. This position processes AP/AR transactions for the BBA, MBA, and MACCT programs.

1 Unit Administrator, 100% FTE. This position supports the Accounting Department managing all faculty hiring and payroll, departmental events and activities, processing of

faculty expenditures, ordering of textbooks, scheduling courses, and providing support to faculty and students as needed.

2 Administrative Assistant III, 100% FTE. These positions support the Organizational Studies and Finance, International, Technology, and Entrepreneurship Departments managing all faculty hiring and payroll, departmental events and activities, processing of faculty expenditures, ordering of textbooks, scheduling courses, and providing support to faculty and students as needed.

1 Administrative Assistant III, 75% FTE. This position supports the Marketing, Information and Decision Sciences Department managing all faculty hiring and payroll, departmental events and activities, processing of faculty expenditures, ordering of textbooks, scheduling courses, and providing support to faculty and students as needed.

1 Administrative Assistant III, 100% FTE. This position is responsible for student recruiting of under-served populations to increase enrollment at the Anderson school. Support of these students once enrolled at Anderson to increase retention and engage them in the Anderson community is a key function of the position.

1 Program Specialist, 100% FTE. This position is the facilities manager overseeing the day-to-day operating of the buildings, managing the student scholarship process, and coordinating the school convocations.

1 Administrative Assistant III, 100% FTE. This position manages the Front Desk and main contact phone number for the Anderson school, coordinates the work of 2-3 work-study students, handles the graphic design and content management of the weekly Anderson news, orders the school supplies and manages the faculty and staff work room and associated equipment.

1 Student Success Manager, 100% FTE. This position is the coordinator for the EMBA program, managing the enrollment and advisement process for current and prospective students and providing student support from entrance through graduation.

1 Training & Development Consultant, 100% FTE. This position manages the Executive and Professional Education programs, including but not limited to program development, delivery, recruitment, and staffing for the programs.

1 Training Support Analyst, 100% FTE. This position supports the Executive and Professional Education Program Director, Student Success Manager, and Training & Development Coordinator.

1 Accountant III, 100% FTE. This position processes AP/AR transactions for the Executive and Professional Education Programs.

1 Administrative Assistant II, 100% FTE. This position supports the Executive and Professional Education Program Director, Student Success Manager, and Training & Development Coordinator and manages the front office operations for the unit.

1 Events Planner, 100% FTE. This position manages the Executive and Professional Education Program's events including recruiting events and graduation in addition to supporting events for the BBA, MBA, and MACCT programs.

1 Career Services Manager/Branch/Division, 100% FTE. This position oversees the career services office, supervising 1 FTE. This position works with employers to provide career opportunities and internships for current students and alumni and assist students in their career development.

1 Career Development Facilitator I, 100% FTE. This position provides career development assistance and training to current students and alumni. This position supports the Anderson student clubs.

1 Student Success Specialist, 100% FTE. This position oversees MBA and MACCT student advisement and supervises 2 Senior Academic Advisors.

3 Senior Academic Advisors, 100% FTE. These positions advise transition, BBA, MBA, and MACCT students prior to admission and throughout their career at Anderson. They participate in recruiting activities and support student retention and degree completion.

1 Coordinator of Admissions, 100% FTE. This position oversees the admissions process for all MBA and MACCT students and supports the admissions process for BBA students.

1 Administrative Assistant III, 100% FTE. This position supports the Student Services Director, manages student activities, and assists with student admissions.

1 Administrative Assistant I, 100% FTE. This position manages the front desk of the Advisement and Career Services office, assisting students and providing support to the Career Services staff.

**6D. Describe the library resources that support the unit's academic and research initiatives.**

The Anderson School of Management works closely with the staff of Parish Memorial Library to obtain necessary resources for faculty and students. Parish Library has a standing "Library Committee" comprised of one faculty member from each Anderson department for advice and guidance in the purchase or disposal of resources.

## Criterion 7: Facilities

### 7A. Describe the facilities including but not limited to classrooms, program space, office, conference rooms, laboratories, equipment, access to technology, etc.

Anderson occupies two buildings which are connected by a breezeway, has space in the Parish Library/Graduate School of Management Building, and a casita across from the main buildings for the Center for Information Assurance Program. The Anderson buildings have 9 classrooms, 4 of which are “pit” style lecture rooms that seat 60 each. The Graduate School Building has 6 classrooms. The 15 designated classrooms can accommodate 755 students. Please see section 7.B., Classroom Multimedia Equipment, for information related to classroom technology. Students have access to a wireless system in all Anderson facilities, and the Anderson IT group through the Student Technology Services Center provides a range of services fully described in 7.B.

Faculty and Staff Offices - 116

Graduate/Teaching/Project Assistant Offices – 5

Workrooms for shared copiers, mail, office supplies – 3

Conference Rooms – 7

Student Organization Offices – 8

Behavioral Laboratories – 2

#### **Student Centered Spaces include the following:**

**Jackson Student Center** – The Jackson Student Center is available Monday through Thursday from 8 am to 10 pm and Friday from 8 am to 5 pm for students to study and work in groups. The space is also used by the school for presentations, lectures, and receptions for the community.

**Johnson Marketing Center** – The Student Marketing Center provides amenities in the 500 square-foot facility including four workstations with specialized creative and marketing research software, wireless Internet connectivity for laptops, video teleconferencing capabilities, and a LCD presentation system.

**Information Assurance Lab** - Students in the Information Assurance program have access to a specialized computer lab where they can work on projects and research. This space provides offices for three staff members and a conference area for larger staff, faculty, and student meetings.

**Accounting Tutoring Lab** – Beta Alpha Psi students provide tutoring for accounting students in the lab.

**EMBA Lounge** – This area is used by the EMBA faculty and students for meetings.

**Small Business Institute** - The UNM Small Business Institute (SBI) at Anderson provides consulting work for local businesses by linking them with graduate and undergraduate students who are guided by members of the faculty. These mutually

beneficial partnerships simultaneously offer students the opportunity to experience real life challenges while providing businesses with management assistance, expertise and guidance at an affordable rate. This rate covers SBI scholarship funding and is reasonably inexpensive when compared to what professional consultation would cost. The SBI has a dedicated space with the necessary technology for students to collaborate on projects for local businesses.

**Student Meeting Area (ASM 2101)** - This is an open meeting area regularly used by faculty and students.

Based on the operating budget developed in the school’s proposal for a new building, the costs and square footage associated with the current facilities are as follows:

**Costs to maintain current buildings: 69,615 GSF**

*Building # 87 Parish and GSM: GSM occupies 21,693 GSF out of 54,616 total building GSF. (Note that Anderson occupies 39.7% of the total square feet of 54,616 in GSM.)*

		Grounds, IPM & Refuse	Custodial Labor	Custodial Supplies	special request Custodial	Maintenance	Utilities	TOTAL	GSM 39.7%
Anderson School of Mgmt	45,851 gsf	3,374	92,414	4,840	1,437	50,502	92,414	\$ 244,981	
GSM	54,616 gsf	3,894	116,081			41,690	81,309	\$ 242,974	96460.678
Anderson Special Programs	2,071 gsf	5,170	6,449			4,405	1,397	\$ 17,421	

All of the above charges are from July 1,2011 through June 30, 2012

*Cost per GSF = \$5.13 per year.*

**7B. Describe any computing facilities maintained by the unit.**

Anderson provides a wide range of IT service to students, faculty, and staff. This Technology includes multimedia equipment in classrooms, the Information Assurance lab, printing services, the Anderson Computing Lab, laptop checkout service, and the technology used in the Johnson Marketing Center and Financial Center. Anderson students have complete access to the STSC and the IT Support Technicians at the front desk during hours of operations. These IT Support Technicians can help troubleshoot, to

the best of their knowledge, any technology issues students may have (Ranging from Microsoft Office software support to removal of viruses). The IT Support Technicians can also make suggestions on technology purchases to students as well. The Anderson IS Staff provide Anderson students with support to connect their UNM LoboMail account to any of their mobile devices (Android Smart Phone, iPhone, Windows Smart Phone, or tablet device).

**Classroom Multimedia Equipment** - All classrooms consist of a projector system and a podium with a desktop computer attached to it. Faculty can also connect their own personal laptops to our projector system to further enhance their courses learning environment. Faculty can access the internet in all classrooms for use in their courses.

**Information Assurance Lab** - The Virtual Computer Lab (VLAB) provides for computing recourses of the existing computer labs, including all course specific applications such as SPSS, JDeveloper, Visual Studio, SQL Server Studio, and VMWare. Students in course specific classes are also able to use the VLAB to perform security functions of computers using Backtrack, Linux, Ubuntu, and other Security platforms. Troubleshooting for any VLAB issue can be performed by the Anderson Student IS Staff in the STSC.

**Printing Services** - All Anderson students have 7 printing stations available to them in the STSC. Students can print course material, research papers, and lecture material from these printing stations. Print jobs are asked to be kept to a 20 page or less limit to help with UNM Sustainability by reducing the amount of paper used.

**Anderson Computing Lab** - The computer lab at Anderson is open to all Anderson students when it is not in use for an Anderson course. All computer lab machines are Dell Optiplex 7010's and contain 64-bit Windows 7 Operating System, Intel i7 3rd Generation core processors, 8 GB RAM. Each machine has the following software installed on it:

- Microsoft Office 2010 Suite (Word, Excel, PowerPoint, Visio, Access, OneNote, Publisher, Project, and Outlook)
- Adobe Creative Suite 6 Production Premium (Premiere Pro, After Effects, Photoshop, Audition, SpeedGrade, Prelude, Illustrator, Encore, Flash Pro, Media Encoder, and Bridge)
- Visual Studio Ultimate 2010/2012
- Blender, Internet Explorer 9 and Mozilla Firefox Internet browsers, Skype, and Adobe Reader.

**Laptop Checkout Service** - Anderson students can checkout a Dell E6420/E6430 laptop from the Student Technology Support Center (STSC Room ASM 1002) anytime during normal hours of operation. Students can then use these laptops in class or while they are on UNM Main Campus for any class at UNM. These laptops contain 64-bit Windows 7 Operating System, Intel i7 core processors, 8 GB RAM, WiFi access, built-in webcam, Microsoft Office Suite (Word, Excel, PowerPoint, Visio, Access, OneNote, Publisher, Project, and Outlook), Internet Explorer 9 and Mozilla Firefox Internet browsers, Skype, and Adobe Reader. These laptops are maintained by the students working at the STSC.



**Johnson Marketing Center** - Anderson opened the new Student Marketing Center and provides amenities in the 500 square-foot facility including four workstations with specialized creative and marketing research software, wireless Internet connectivity for laptops, video teleconferencing capabilities, and a LCD presentation system.

**Financial Center** - The Anderson Financial Center features a video wall composed of two 80" LCD Screens working in concert to display news and other financial information. Students managing the investment portfolio meet in this state-of-the-art boardroom for class. This room also houses small independent classes of 20 students or less.

## Criterion 8: Program Comparisons

### 8A. Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, types of programs:

Areas of distinction include: Accounting, Information Assurance, Diversity Management and Business Ethics. Full details of these areas of distinction will be provided with our final report.

- Parallel programs at our AACSB list of peer institutions
- Parallel programs at any of our regional/student referent peer institutions
- Regional and national comparisons of academic programs

The Anderson School selects a group of peer institutions based on AACSB demographics and rankings and our maintenance of accreditation team will come from this group of schools. The list of peer institutions for the Anderson School is below with minor differentiates noted for the Accounting Program.

The following schools have been selected for benchmarking and trending information. Most of the programs listed below have the same mix of BBA, MBA, MAcct and Executive MBA Programs as Anderson. The main factor differentiating many of them is a PhD program in Management—this impacts research output and prestige—areas where Anderson does quite well, but is at a significant disadvantage as we do not have a program nor the capacity to sustain a successful program with our present resources.

- Comparable Peers:  
Colorado State University (business only)  
Kansas State University  
Oregon State University  
Portland State  
University of Montana  
University of Wyoming (business only)  
Utah State University  
University of Rhode Island (accounting only)  
Wichita State (accounting only)
- Competitive Group  
Arizona State University (accounting only)  
New Mexico State University  
Northern Arizona University  
Texas Tech University  
University of Arizona (accounting only)  
University of Nevada, Las Vegas (business only)  
University of Texas, El Paso

- Aspirant Group
  - Iowa State University (business only)
  - University of Colorado
  - University of Kansas
  - University of Louisville (business only)
  - University of Missouri-Columbia (business only)
  - University of Oklahoma
  - University of Oregon
  - Washington State University (business only)

## Criterion 9: Future Direction

### 9A. Provide a summary of strengths and challenges for the unit.

#### Strengths

- Anderson is AACSB accredited.
- Anderson is part of a university with varied centers of excellence that provide the potential to develop multi-disciplinary programs.
- Anderson is the flagship business school of New Mexico.
- Anderson was recognized in 2012 as the nation's #3 leading Hispanic-serving MBA program.
  - Per *Hispanic Business* magazine—has published these rankings for over 20 years
- Anderson has several journal editorships within the faculty.
  - UNM reports 6 editorships university-wide in its Fact Book, 2 of those reside in Anderson (in addition to numerous Associate Editorships)
  - Joni Young, Editor, *Accounting, Organizations and Society*
  - Robert DelCampo, Editor, *Administrative Sciences*
- Anderson has a high graduation rate.
- Anderson embraces diversity in its student body.
  - Our undergraduate student body is composed of over 60% Hispanic students (far above UNM-at-large) and is approximately 35% Hispanic at the graduate level. We continue to support mentoring and support services for minority students. Recently we have dedicated a full-time (was ½ time) staff position (Jaye Francis) to recruiting and retaining minority students.
- Anderson offers excellent Advisement services.
  - Advising satisfaction surveys show over 95% reports of positive experience— According to fall 2012 data, 97% of students who completed a survey at the end of their advising appointment were extremely to very satisfied with the overall advising process. Student feedback from the survey includes, “It has been seven (7) years since the last time I attended school. Throughout my process of continuing my education, I have found very few people to be as helpful as Anderson Advisement was. I greatly appreciate the positive feedback I received from him.”
- Anderson students and faculty have won numerous high-profile awards: This will be provided in final report.

#### Weaknesses

- AACSB requires that the proportion of participating faculty divided by the total of participating and supporting faculty be no less than 75%. Supporting faculty are the adjuncts that come in to teach their class and leave. Participating faculty are those that teach classes, perform service, engage in research, and are involved with curriculum improvements and policy decisions. The following are the current levels in comparison with the required 75%.
  - Accounting: 93.355%
  - Department of Organizational Studies: 61.29%

- Finance, International, Tech Management, & Entrepreneurship: 64.02%
- Marketing, Information Systems, and Decision Sciences: 62.08%
- Our reliance on adjunct faculty in core classes is a contributor to this problem. If we move full-time faculty into core classes then we are left with the problem of finding and hiring qualified adjuncts to teach concentration classes. And that has proven to be very difficult.
- We need to hire additional full-time faculty to raise our ratios.
- We have submitted a hiring plan requesting sufficient full-time faculty lines to bring us back into compliance with the AACSB mandates.
- No overall national ranking.
  - With a commitment to additional resources, ASM has potential to attain an overall ranking; however, campaigns are political in nature and require significant funds to run. Many schools mass mail tremendously ornate packages touting their schools costing hundreds of thousands of dollars. We simply do not have the resources to engage in this activity at this time.
- Lack of coherent strategy leads to proliferation of concentrations and programs. The Anderson Policy and Planning committee and the Curriculum and Programs committee meet regularly to address these issues and to move forward to implement solutions.
  - Our strategy has and will again be revisited—“consensus building activities” have created synergy within the school.
- The lack of state support for a PhD program.
  - We have begun exploring opportunities for a collaborative Management of Technology PhD program partnering with other units on campus in order to facilitate sharing resources necessary to run a cost-effective doctoral program.
- Research activities and achievements are not sufficiently recognized or promoted. Funding for the WRDS data base will help to address the promotion of research. For the past four years there were no pay increases.
  - We have internally generated funds to pay for WRDS database.
  - UNM awarded a small pay increase this year.
- Inflexible classrooms, grossly inadequate spaces to provide offices for all faculty. Approximately 41 part time faculty share just two offices. Graduate assistants share two offices. Emeritus faculty has no offices. And the current facilities are very dated and energy inefficient. There is no room to grow.
  - A new building would address this concern—we currently have zero available offices and have been informed by UNM administration that there is no space available in other buildings—we have no options to grow.
- Need to strengthen the MBA program.
  - MBA program has been redesigned, and a new recruiting plan has been put into action to attract top-quality students.
- Commuter student body with little affinity.
  - UNM-at-large has been very helpful in creating a “campus experience” for even the most transient of students. However, a new facility with all student-required services would serve as a “home-base” for our students therein increasing their affinity.
  - This issue is also addressed in President Frank’s UNM 2020 plan.

- Small cohort of out-of-state and foreign students.
  - Anderson has aligned with the Global Education Office to support their efforts to recruit internationally.
  - This issue is also addressed in President Frank's UNM 2020 plan.
- Too many adjuncts: In some areas the majority of core classes are taught by adjuncts
  - This is a critical issue. We face an unfavorable AACSB review if we cannot hire additional tenure-track faculty. Our current hiring plan reflects these needs that have been communicated to central administration on multiple occasions.
- Lack of full time faculty: The AACSB requires significant differentiation between BBA and MBA core classes. In moving to a non waivable MBA core our needs for full time faculty will grow due to the need to add more sections of MBA core classes.

## 9B. Describe the unit's strategic planning efforts.

### Strategic Issues Currently and Leadership Strategies

- Do we want to recruit students beyond New Mexico?
  - We are implementing our strategy of attracting more students from China, Brazil, and Mexico. We have active relationship building activities in China, Brazil, and Mexico.
- What should our strategy be with respect to alliances with foreign universities?
  - Dean Doug Brown and Associate Professor Robert (Xin) Luo are developing relationships with universities in China.
  - Dr. Raul Degouvea has strong ties with Brazil.
  - Dr. Doug Thomas and Dr. Dante Di Gregorio have strong ties with Mexico.
- Enrollment Projections – in the BBA program, in the MBA and MACCT program.
  - Given the AACSB statistics it is prudent to assume that MBA enrollments will grow at a faster rate than BBA enrollments. The AACSB reports at the master's level, enrollments at have increased 10.3% over the past five years (All Masters - 233,505 to 257,595 enrolled). If we assume flat enrollments at the BBA level and project that MBA enrollments might grow at AACSB rates seen in recent years we predict growth at 8 percent per year over the next five to ten years. The implication of higher growth in MBA enrollments is that our new building would then need to have more rooms at a capacity of 40 to 50 and fewer at a capacity of 65 to 75. Our building programming assumption has utilized a 3% growth rate given the cost of building the required GSF. If we attempted to grow at 8% we would not have the necessary GSF. Anderson believes that given the proper resources, our programs could easily grow by 3% per year. ASM is only about 8% of UNM's overall UG enrollment, whereas nationally, business schools average 12%. That difference from national ratios suggests we have room for growth.
  - Anderson graduates have increased by 1.107% per year on average since Spring 2004. The average increase in number of graduates has been 15 per year. That average masks much higher growth rates since 2008. Some notably higher growth periods in number of graduates have been 2008 to 2009 growth of 14.6%, 2009 to 2010 growth of 6.6%, 2010 to 2011 growth of 4.6%, and 2011 to 2012 growth of 6.2%.

- Do we want to become more selective in our admissions?
  - We have discussed this strategy in several of the Anderson Leadership Council meetings in the past year. We recognize that such changes could adversely affect SCH generation. If we promote our programs locally, nationally, and internationally we could then become more selective. That said, with our dated physical facilities such recruitment efforts may not produce ongoing results in increasing enrollments.
- Should we strive for fewer concentrations?
  - The Anderson faculty through our curriculum and programs committee have studied peer institutions to gather ideas for narrowing our range of concentrations.
- Should we commit to significant growth in the EMBA?
  - The Anderson leadership team which includes our director of the EMBA actively recruits students. Again as noted before our dated physical facilities are not good selling points.
- Should we seek a national ranking?
  - As noted in our weaknesses section: with a commitment to additional resources, ASM has potential to attain an overall ranking, however, campaigns are political in nature and require significant funds to run. Many schools mass mail tremendously ornate packages touting their schools costing hundreds of thousands of dollars. We simply do not have the resources to engage in this activity at this time.
- How can we encourage student engagement and affinity?
  - We have toured eight new business school facilities across the nation in the past 18 months. What we were told is a result of having state-of-the art facilities is a greater engagement, affinity, and demand from students to attend those schools.
- Should we help New Mexico become more competitive by emphasizing the production of students who can build new companies?
  - The Anderson Leadership Council and the faculty recognize the importance of working to increase the production of students who have the necessary concepts and tools with which to build new companies or to contribute positively to existing companies.

### **9C. Describe the strategic directions and priorities for the unit.**

- Continue to increase BBA and MBA program enrollment to record levels.
- Continue to increase the number of internships, and maintain MBA employment rate (after 90 days post-graduation) in mid-90% range.
- Maintain graduation rate metrics.
- Maintain undergraduate diversity metrics which mirrors the Albuquerque population.
- Develop additional interdisciplinary programs.
- Increase research production in terms of number of peer reviewed journal articles published.
- Exceed annual fundraising goal of \$1.5M.

- Come to agreement as to a revised curriculum. Meet milestones on PhD MOT development.
- Continue planning and development for Anderson's new building. Harden site selection and commence architectural competition.